DOCUMENT RESUME

ED 369 231 EC 302 961

AUTHOR	Sorenson, Barbara, Comp.; Drill, Janet, Comp.
TITLE	Inclusive Schools. Topical Bibliography on Inclusive Schools.
INSTITUTION	Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1 Apr 94
CONTRACT	RR93002005
NOTE	216p.
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589.
PUB TYPE	Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Clearinghouse Products (071)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Accountability; Change Strategies; *Curriculum Development; *Disabilities; Educational History; Educational Philosophy; *Educational Practices; Elementary Secondary Education; Inservice Teacher Education; Instructional Design; *Mainstreaming; Prereferral Intervention; *Regular and Special Education Relationship; Role Perception; *Social Integration; Staff Development; Student Evaluation
IDENTIFIERS	*Inclusive Schools

ABSTRACT

This abstract bibliography of approximately 200 references looks at various aspects of inclusive schools. References are a result of computer searches of three databases: the Educational Resources Information Center (ERIC), Exceptional Child Education Resources, and the Western Regional Resources Center. Preliminary information includes directions for using the bibliography; a sample document resume; and information on obtaining full texts of journal articles, documents, theses and dissertations. Citations are grouped into the following topic areas: (1) collaboration between regular and special education; (2) assessment (including prereferral intervention); (3) staff development; (4) changing roles and responsibilities; (5) administrative concerns/planning and accountability; (6) instructional and curriculum strategies; (7) interagency coordination; (8) principles of good practice; (9) philosophy, history, and viewpoints; and (10) media. (DB)

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ED 369 231

INCLUSIVE SCHOOLS

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Topical Bibliography on Inclusive Schools

Compiled by:
Barbara Sorenson
Janet Drill

April 1, 1994

ERIC Clearinghouse on Disabilities and Gifted Education

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
703/620-3660

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002005. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or the Department of Education.

UNDERSTANDING YOUR TOPICAL BIBLIOGRAPHY

This Topical Bibliography was developed by running a computer search of three databases: The Educational Resources Information Center (ERIC), Exceptional Child Education Resources (ECER), and the Western Regional Resources Center (WRRC). References generated by the computer search were then reviewed and selected by professionals in the field.

The ERIC database contains more than 400,000 journal annotations and 300,000 education related document abstracts. The ECER database supplements the abstracts of journal articles and educational documents in the ERIC database with citations from doctoral dissertations and commercially published materials. The ECER database contains more than 70,000 abstracts of published literature in special education.

How to Read the Citations

Most of the references contain three sections: (1) bibliographic information, (2) indexing information, and (3) an abstract of the document (see Form 1: Sample Document Resume).

(1) The bibliographic section provides:
   a. Accession number or clearinghouse accession number (for ERIC and ECER, this will be ED,EJ, or EC followed by 6 digits)
   b. Author
   c. Title
   d. Organization
   e. Publication date
   f. Availability from document reprint service such as UMI or EDRS.

   Note: Most documents are NOT available from the ERIC Clearinghouse or CEC.

(2) The descriptors and identifiers are the index terms for the subject matter in the document. Index terms are selected according to a controlled vocabulary set by the database producers.

(3) The abstract provides an overview of the document contents. However, not all citations provide abstracts.

How do you obtain actual copies of the documents listed in your search?

Three basic types of references will appear in your search:

(1) Journal articles (in ERIC or ECER, this will be an EJ followed by 6 digits). Copies of journal articles can usually be obtained from one or more of these sources:

a. *The periodical collection of a library.* Call or visit your local university, professional, or public library to determine whether they carry the journal you are seeking.

b. *University Microfilms International (UMI) or other article reprint service.* A reprint service is available from UMI for many of the journals cited in your search. A note appears in the citation that a reprint is available from UMI.

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c. *The journal publisher.* The ECER Source Journal Index (Form 3) lists the publishers' addresses for journals abstracted in ECER. You may find the larger ERIC Source Journal Index in the Current Index of Journals in Education found in many libraries. Source journal indices for other databases may be found by calling the appropriate database producer. These numbers can be obtained from major databases vendors, e.g., DIALOG Information Services (800-3-DIALOG) or BRS (800-289-4277).

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ERIC documents will have an ED number (ED followed by 6 digits) in the first line of the citation. Many of these documents are part of the ERIC Microfiche Collection. Over 700 libraries in the U.S. subscribe to the ERIC Microfiche Collection. In these libraries you can see and often make photocopies of documents (for a minimal fee).

To locate the ERIC Microfiche Collection nearest you, call ACCESS-ERIC at 1-800-LET-ERIC.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS) at 1-800-443-ERIC. Use Form 4 to order these documents.

To find out if a document is available from EDRS, check the first line of the citation for an ERIC Document number (an ED followed by 6 digits). Occasionally, you will see ED followed by an abbreviation for a month and the letters RIE (e.g., EDJUNRIE). This means the ED number was not available when the abstract was produced, but the document will be available from EDRS. Next to "EDRS" you may also find one of these notations:

Not Available - This document is not available from EDRS. Check the citation for another source of availability.

MF; PC - The document is available from EDRS in either microfiche (MF) or paper copy (PC) format.

MF - The document is only available on microfiche.

(3) Commercially published materials (in ECER, this will be an EC followed by 6 digits).

Citations of commercially published materials (books, films, cassettes, training packages, and other materials) will include the publisher's name and address and a price (whenever possible). These materials can be purchased from the publisher. Keep in mind that prices change and some products go out of print.

Note: Neither the Council for Exceptional Children, the CEC/ERIC Clearinghouse on Disabilities and Gifted Education, or the Western Regional Resources Center provides photocopies of the documents or articles listed in this search. CEC/Sales, however, will sell back issues of journals published by CEC, depending on availability.

If you have any further questions about this Topical Bibliography, please call CEC/ERIC at 1-800-328-0272.

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Clearinghouse Accession Number

ED 654 321 CE 123 456

Author(s) → *Butler, Kathleen* *Smith, B. James*

Title → **Career Planning for Women.**

Institution. (Organization where document originated.) → Central Univ., Chicago, IL.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — ISBN-0-3333-5568-1; OERI-91-34 ← **Report Number**—assigned by originator.

Date Published → Pub Date — May 92

Contract or Grant Number → Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992). ← **Descriptive Note** (pagination first).

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95). ← **Alternate source for obtaining document**

Language —English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992 ← **Journal Citation**

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

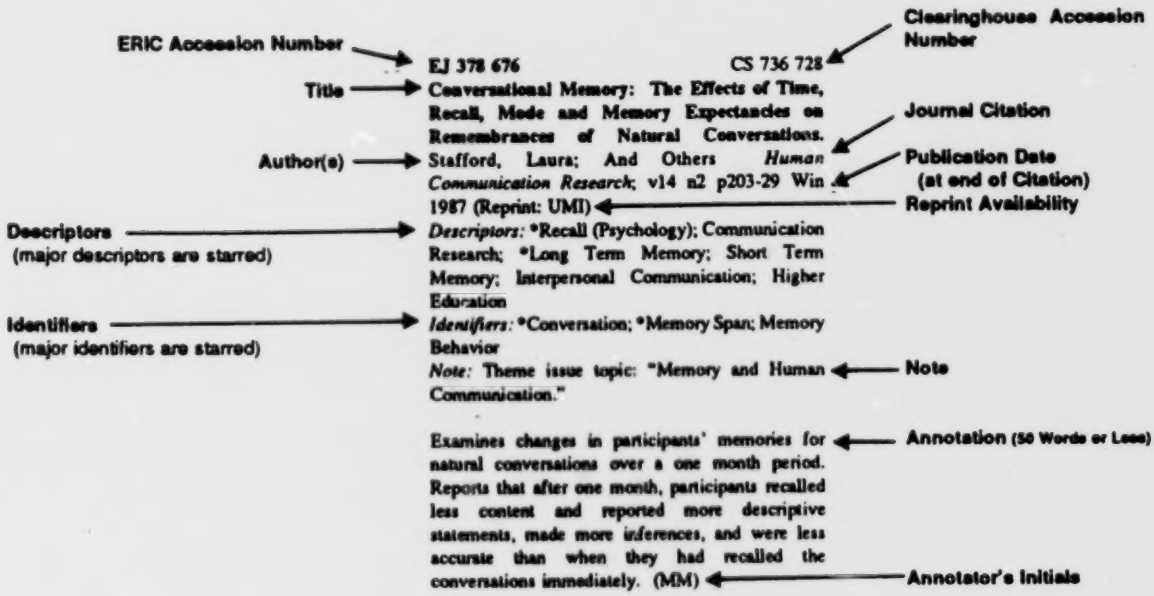
Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) ← **Informative Abstract**

Abstractor's Initials → (SB)

Sample Journal Article Resume

(for *Current Index to Journals in Education*) (CIJE)


ERIC Accession Number
EJ 378 676
CS 736 728
Clearinghouse Accession Number
Title
Conversational Memory: The Effects of Time, Recall, Mode and Memory Expectancies on Remembrances of Natural Conversations.
Journal Citation
Author(s)
Stafford, Laura; And Others
Human Communication Research; v14 n2 p203-29 Win 1987 (Reprint: UMI)
Publication Date (at end of Citation)
Reprint Availability
Descriptors
(major descriptors are starred)
Descriptors: *Recall (Psychology); Communication Research; *Long Term Memory; Short Term Memory; Interpersonal Communication; Higher Education
Identifiers
(major identifiers are starred)
Identifiers: *Conversation; *Memory Span; Memory Behavior
Note
Note: Theme issue topic: "Memory and Human Communication."
Annotation (50 Words or Less)
Examines changes in participants' memories for natural conversations over a one month period. Reports that after one month, participants recalled less content and reported more descriptive statements, made more inferences, and were less accurate than when they had recalled the conversations immediately. (MM)
Annotator's Initials

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FORM 3

ECER Source Journal Index

CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for *EXCEPTIONAL CHILD EDUCATION RESOURCES* (ECER). Some of these articles are indexed and submitted for announcement in *CURRENT INDEX TO JOURNALS IN EDUCATION* (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current February 1994).

*† **Academic Therapy**, see **Intervention in School and Clinic**

* **ACEHI Journal** (Journal of the Association of Canadian Educators of the Hearing Impaired), University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

The Adapted Physical Activity Quarterly, Human Kinetics Publishers, Inc., 1607 N. Market St., Champaign, IL 61825-5076

Advanced Development, Snowpeak Publishing Co., Inc., PO Box 3489, Littleton, CO 80122

*†‡ **American Annals of the Deaf**, Gallaudet, KDES, PAS-6, 800 Florida Ave., N.E., Washington, DC 20002

† **American Journal of Art Therapy**, Vermont College of Norwich University, Montpelier, VT 05602

§ **American Journal of Occupational Therapy**, 6000 Executive Blvd., Suite 200, Rockville, MD 20852

§ **American Journal of Speech-Language Pathology**, American Speech-Language-Hearing Association, Membership Operations Branch, 10801 Rockville Pike, Rockville, MD 20852-3279

*†‡ **American Journal on Mental Retardation**, 1719 Kalorama Rd., N.W., Washington, DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington, DC 20402

*† **Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 (Incorporated in **Research in Developmental Disabilities**)

*†‡ **Annals of Dyslexia**, The Orton Dyslexia Society, Chester Building/Suite 382, 8600 LaSalle Rd., Baltimore, MD 21204-6020

† **Archives of Disease in Childhood**, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria, VA 22304

† **Arts in Psychotherapy**, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville, NY 13066

§ **ASHA**, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville, MD 20852

Assignment Children (Les Connets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Decker Periodicals Publishing, Inc., PO Box 620, Station A, Hamilton, Ontario L8N3K7, Canada

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

*† **Australia and New Zealand Journal of Developmental Disabilities**, PO Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood, MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

* **B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in Our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

*† **Behavior Modification**, Sage Publications, 2111 W. Hillcrest Dr., Newbury Park, CA 91320

*† **Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington, IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125, Australia

Beyond Behavior, Council for Children with Behavior Disorders, c/o Reece Peterson, 2021 Barkley Center, University of Nebraska-Lincoln, Lincoln, NE 68585

British Journal of Physical Education, Ling House, 162 King's Cross Rd., London WC1X 9DH England

*† **British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Ave., London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

‡* **Canadian Journal of Special Education**, University of British Columbia, 2125 Main Hall, Vancouver B.C., Canada V6T 1Z5

*† **Career Development for Exceptional Individuals**, Division on Career Development and Transition, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

CASE in POINT, Council of Administrators of Special Education/CEC, CASE Office, 615 16th St., N.W., Albuquerque, NM 87104

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage, IL 62321-0299

*†‡ **Child Abuse and Neglect, The International Journal**, Pergamon Press, 660 White Plains Rd., Tarrytown, NY 10591-5153

† **Child and Family Behavior Therapy**, Haworth Press, 149 Fifth Ave., New York, NY 10010

Child and Youth Care Forum, Human Sciences Press, Inc., 233 Spring St., New York, NY 10013-1578

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York, NY 10010

*† **Child: Care, Health and Development**, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL, England

† **Child Psychiatry and Human Development**, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

*†‡ **Child Welfare**, 67 Irving Place, New York, NY 10003

† **Children & Youth Services Review**, Pergamon Press, Fairview Park, Elmsford, NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., N.W., Washington, DC 20016

† **Children's Legal Rights Journal**, William S. Heen & Co., Inc., 1285 Main St., Buffalo, NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn, PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati, OH 45236

Creativity Research Journal, 320 S. Stanford St., La Habra, CA 90631

Deaf American, 5125 Radnor Rd., Indianapolis, IN 46226

Developmental Disabilities Bulletin, Developmental Disabilities Centre, 6-123d Education North, University of Alberta, Edmonton, Alberta T6G 2G5

*† **Developmental Medicine and Child Neurology**, Cambridge University Press, 40 W. 20 St., New York, NY 10011-4211

*† **Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton, MA 01748

Disabled U.S.A., see **Worklife**

Educating Able Learners, GSI, *EAL*, PO Box 11388, Ft. Worth, TX 76110-0388

*†**Education and Training in Mental Retardation,** Division on Mental Retardation and Developmental Disabilities, 1920 Association Dr., Reston, VA 22091-1589

*†**Education and Treatment of Children,** Dr. Andrew Reitz, Pressley Ridge School, 530 Marshall Ave., Pittsburgh, PA 15214

Education of the Visually Handicapped, see RE:view

The Educator, International Council for Education of the Visually Handicapped, Perkins School for the Blind, 175 N. Beacon St., Watertown, MA 02172

Entourage, G. Allen Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

The European Journal of High Ability, Verlag fuer Psychologie-Dr. C. Hogrefe, Abteilung Zeitschriften, Postfach 3751, 3400 Goettingen, Federal Republic of Germany

*†**European Journal of Special Needs Education,** Routledge, Dept. J, International Thomson Publishing Services, Ltd., Cheriton House, North Way, Andover, Hampshire SP10 5BE, England

The Exceptional Child, see International Journal of Disability, Development, and Education

*†**Exceptional Children,** 1920 Association Dr., Reston, VA 22091-1589

*†**Exceptionality: A Research Journal,** Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642-1487

Focus on Autistic Behavior, Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

*†**Focus on Exceptional Children,** Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni and Public Relations, Kendall Green N.W., Washington, DC 20002

*†**Gifted Child Quarterly,** National Assn. of Gifted Children, 4175 Lovell Rd., Box 30-Ste. 140, Circle Pines, MN 55014

*†**The Gifted Child Today (GCT),** Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813

*†**Gifted Education International,** AB Academic Publishers, PO Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, PO Box 209, Monroe, NY 10950

Headlines, J.R. Publishers Inc., The Statler Office Building, 20 Park Plaza, Suite 1120, Boston, MA 02116

ICEC Quarterly, Illinois Council for Exceptional Children, Ming-Gon John Lian, c/o Dept. of SED, Normal, IL 61761

Infant-Toddler Intervention: The Transdisciplinary Journal, Singular Publishing Group, Inc., 4284 41st St., San Diego, CA 92105-1197

*†**Infants and Young Children,** Aspen Publishers, Inc., 1600 Research Blvd., Rockville, MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

*†**International Journal of Disability, Development, and Education,** (formerly **The Exceptional Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*†**International Journal of Rehabilitation Research,** Chapman & Hall, 29 West 35th St., New York, NY 10001-2291

‡**International Journal of Special Education,** University of British Columbia, Vancouver BC V6T 1W5 Canada

*†**Intervention in School and Clinic,** Pro-Ed Journals, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

Issues in Law and Medicine, PO Box 1586, Terre Haute, IN 47808-1586

The Japanese Journal of Special Education, c/o Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

*†**Journal for Vocational Special Needs Education,** Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana, PA 15705

†**Journal of Abnormal Child Psychology,** Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

†**Journal of Abnormal Psychology,** American Psychological Assn., 1200 17th St., N.W., Washington, DC 20036

Journal of Adolescent Chemical Dependency, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580

*†**Journal of Applied Behavior Analysis,** University of Kansas, Lawrence, KS 66044

*†**Journal of Applied Rehabilitation Counseling,** National Rehabilitation Counseling Association, 1522 K St., N.W., Washington, DC 20005

Journal of Autism & Childhood Schizophrenia (See Journal of Autism & Developmental Disorders)

*†**Journal of Autism & Developmental Disorders,** Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Child Sexual Abuse, The Haworth Press, Inc., 10 Alice St., Binghampton, NY 13904-1580

*†**Journal of Childhood Communication Disorders,** Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

†**Journal of Clinical & Experimental Neuropsychology,** SWETS North America, Inc., Box 517, Berwyn, PA 19312

†**The Journal of Clinical Child Psychology,** Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642

*†**Journal of Communication Disorders,** American Elsevier Publishing Co., 52 Vanderbilt Ave., New York, NY 10014

*†**Journal of Creative Behavior,** Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

The Journal of Disability Policy Studies, The University of Arkansas Press, Fayetteville, AR 72701

*†**Journal of Early Intervention** (formerly **Journal of the Division for Early Childhood**), The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

The Journal of Educational and Psychological Consultation, Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642

The Journal of Emotional and Behavioral Disorders, PRO-ED Journals, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

The Journal of Emotional and Behavioral Problems, National Educational Service, P.O. Box 8, Bloomington, IN 47402; 800/733-6786

†**Journal of General Psychology,** Heldref Publications, 1319 Eighteenth St., N.W., Washington, DC 20036-1802

†**Journal of Genetic Psychology,** Heldref Publications, 1319 Eighteenth St., N.W., Washington, DC 20036-1802

*†**Journal of Head Trauma Rehabilitation,** Aspen Publishers, Inc., 7201 McKinney Circle, Frederick, MD 21701

*†**Journal of Learning Disabilities,** Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Journal of Music Therapy, Box 610, Lawrence, KS 66044

The Journal of Optometric Vision Development, Journal, P.O. Box 855, 29 Reckless Pl., Red Bank, NJ 07701

†**Journal of Pediatric Psychology,** Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

†**Journal of Pediatrics,** 11830 Westline Industrial Dr., St. Louis, MO 63141

Journal of Psychology, Heldref Publications, 1319 Eighteenth St. N.W., Washington, DC 20036-1802

†**Journal of Rehabilitation,** National Rehabilitation Assn., 633 S. Washington St., Alexandria, VA 22134-4193

*†**Journal of Special Education,** Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

*†**Journal of Special Education Technology,** Peabody College, Box 328, Vanderbilt University, Nashville, TN 37203

*†**Journal of Speech & Hearing Research,** American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

*†**Journal of the Academy of Rehabilitative Audiology,** Hugo L. Beykirch, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa, Cedar Falls, IA 50614

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Ave., Silver Spring, MD 20910

*#†**Journal of the Association for Persons with Severe Handicaps (JASH)** (formerly **AAESPH Review**), 11201 Greenwood Ave. North, Seattle, WA 98133

*Journal of the Division for Early Childhood, see Journal of Early Intervention

*#**Journal of the Education of the Gifted**, University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288

Journal of the National Association for Adults with Special Learning Needs (NAASLN), University of Missouri, Behavioral Studies Department, 8001 Natural Bridge Road, St. Louis, MO 63121

*#†**Journal of Visual Impairment and Blindness** (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16th St., New York, NY 10011

Journal of Vocational Rehabilitation, Butterworth-Heineman, 80 Montvale Ave., Stoneham, MA 02180

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

*#**Language Speech & Hearing Services in Schools**, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

*Learning Disabilities: A Multidisciplinary Journal, Learning Disabilities Association, 4156 Library Road, Pittsburgh, PA 15234

*#**Learning Disabilities Research and Practice**, Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642-1487

*#†**Learning Disability Quarterly**, Council for Learning Disabilities, PO Box 40303, Overland Park, KS 66204

*#†**Mental Retardation**, 1719 Kalorama Rd. N.W., Washington, DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canada T6G 2G5

Mental Retardation Systems, c/o Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan, IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Rd., Lenox, MA 01240

*Music Educators Journal, Music Educators Assoc., 1902 Association Dr., Reston, VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

National Forum of Special Education, NFSE Journal, 1705 Plantation Dr., Alexandria, LA 71301

†**Occupational Therapy in Health Care**, The Haworth Press, Inc., 28 E. 22nd St., New York, NY 10010

Occupational Therapy in Mental Health, The Haworth Press, 10 Alice St., Binghamton, NY 13904

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatric Physical Therapy, Williams & Wilkins, 428 E. Preston St., Baltimore, MD 21202

†**Pediatrics**, PO Box 1034, Evanston, IL 60204

*#**Perspectives in Education and Deafness** (formerly **Perspectives for Teachers of the Hearing Impaired**), Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington, DC 20002

Physical and Occupational Therapy in Pediatrics, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580

†**Physical Therapy**, American Physical Therapy Association, 1111 N. Fairfax St., Alexandria, VA 22314-1488

Pointer, See **Preventing School Failure**

*#**Preventing School Failure**, Heldref Publications, 1319 Eighteenth St. N.W., Washington, DC 20036-1802

Rehabilitation Digest, One Yonge St., Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York, NY 10010

*#†**Remedial and Special Education (RASE)**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735 (Incorporating **Exceptional Education Quarterly**, **Journal for Special Educators**, and **Topics in Learning and Learning Disabilities**)

*†**Research in Developmental Disabilities** (combines **Analysis & Intervention in Developmental Disabilities** and **Applied Research in Mental Retardation**), Pergamon Press, 660 White Plains Rd., Tarrytown, NY 10591-5153

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton, NY 13904

*#**Re:view** (formerly **Education of the Visually Handicapped**), Heldref Publications, 4000 Albemarle St., N.W., Washington, DC 20016

*#**Roeper Review**, The Roeper School, 2190 N. Woodward Ave., Bloomfield Hills, MI 48303

School Library Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611

Sharing Our Caring, Caring, PO Box 400, Milton, WA 98354

SHHH Journal, Self Help for Hard of Hearing People, 7800 Wisconsin Ave., Bethesda, MD 20814

Slow Learning Child, See **Exceptional Child**

*#**Social Work**, 49 Sheridan Ave., Albany, NY 12210

Special Education: Forward Trends, see **British Journal of Special Education**

Special Services in the Schools, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

*#**Teacher Education and Special Education**, Boyd Printing Company, Inc., 49 Sheridan Ave., Albany, NY 12201

*#**TEACHING Exceptional Children**, 1920 Association Dr., Reston, VA 22091-1589

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

Technology and Disability, Andover Medical Publishers, Inc., Butterworth-Heinemann, 80 Montvale Ave., Stoneham, MA 02180

*#†**Topics in Early Childhood Special Education**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735

*#†**Topics in Language Disorders**, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg, MD 20877

The Tower Review, College of Education, Central State University, Edmond, OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southhampton Rd., Philadelphia, PA 19154

*#†**Volta Review**, 3417 Volta Place, N.W., Washington, DC 20007

Worklife (formerly **Disabled U.S.A.**), President's Committee on Employment of the Handicapped, Washington, DC 20036-3470

*Journals monitored for CIJE.

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‡Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5HIL3.
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A. Collaboration Between Regular and Special Education

EC302236 ED358672

Title:	Action for Inclusion: How To Improve Schools by Welcoming Children with Special Needs into Regular Classrooms
Author:	O'Brien, John and others
Article Info:	1989, 54+p, LEVL 1
Sponsoring Agency:	Imperial Oil Co. Ltd., Toronto (Ontario)
Available From:	Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada M6H2S5 ($12, plus $3 shipping; quantity: $10, plus $3 shipping)
Document Type:	055
Geographic Source:	Canada; Ontario
Journal Announcement:	RIE
Target Audience:	Community

Abstract: This manual outlines a process for building good working relationships to develop inclusive school environments. It outlines five steps involved in achieving inclusion of children with special needs in ordinary classrooms: (1) clarify the family's intention to include their child in the neighborhood school and get to know the child's dreams and gifts; (2) enlist the principal's help in including the student; (3) enroll the classroom teacher in including the student; (4) involve the student's classmates in welcoming the student to the class; and (5) gather the people involved (students, family members, teachers, and administrators) to develop a process for adaptation of curriculum and class routine, through the MAPS (making action plans) technique. The approach involves designating someone to act as a consultant to facilitate integration; this consultant can work for the school or can begin as an ally of the family and build a relationship with school personnel as the process continues. (JDD)

Descriptors: 2Special Needs Students; Elementary Secondary Education; 1Mainstreaming; Social Integration; 1Change Strategies; Program Implementation; Parent School Relationship; School Community Relationship; 1Social Action; Educational Environment

EC301304 ED346689

Title:	All Children Can Learn Together: Suggestions for Least Restrictive Environment
Article Info:	Texas Education Agency, Austin. Div. of Special Education Programs. Dec 1991 30p.; for a related document, see EC301303. Report No: TEA-AD2-312-03
Available From:	Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494 ($1)
EDRS Price:	MF01/PC02 plus postage
Language:	English
Document Type:	NONCLASSROOM MATERIAL (055)
Geographic Source:	US; Texas
Journal Announcement:	RIENOV92
Government:	State
Target Audience:	Administrators; Practitioners

Abstract: This guide offers specific recommendations to Texas school districts concerning the implementation of least restrictive environment (LRE) requirements for students with disabilities. Suggestions are grouped according to six issues recommended for consideration in the decision making process: These are: (1) the primacy of the individual student's education needs; (2) provision of special education services in as integrated a manner as possible; (3) identification of those services which need to be provided in a more restrictive setting; (4) provision for integration with nonhandicapped students in nonacademic and extracurricular activities; (5) consideration of possible harmful effects of a projected placement; and (6) placement, if possible, in the school which the student would attend if not disabled. Suggestions for dealing with four additional concerns are addressed to administrators. These cover organizational support (administrative assistance, instructional leadership, sufficient resources); the service delivery system and management responsibility; a strategy for systems change; and acceptance of the LRE concept by parents and the community. (DB)

Descriptors: *Administrator Role; *Compliance (Legal); Decision Making; *Delivery Systems; *Disabilities; Educational Administration; Elementary Secondary Education; Individualized Education Programs; Mainstreaming; Normalization (Handicapped); Parent Attitudes; Social Integration; Student Placement

Identifiers: *Texas

EC301898 ED No. Not Yet Available

Title:	California Research Institute on the Integration of Students with Severe Disabilities; Final Report, Years 1987-1992
Author:	Sailor, Wayne and others
Article Info:	Feb 93, 75+p, LEVL 1
Sponsoring Agency:	Department of Education, Washington, DC
Contract Number:	G0087C3056
Available From:	California Research Institute on the Integration of Students with Severe Disabilities, San Francisco State University, 14 Tapia Dr., San Francisco, CA 94132 (for copies of appendices, call 415-338-7847)
Document Type:	141
Geographic Source:	US; California
Journal Announcement:	RIE

Abstract: A 5-year research program, the Research Institute on the Placement and Integration of Children with Severe Disabilities, was conducted to survey current definitions and placement patterns involving large representative samples of children 3 to 21 years old with severe disabilities. Twenty variables, including characteristics of students, families, teachers, administrators, and communities, were identified and analyzed to measure the extent to which each variable affects the probability that students are placed in an integrated or segregated facility. Research, development, and evaluation activities were then performed to increase the effectiveness of special education for children with severe disabilities in integrated settings. Technical assistance was provided to statewide systems change projects on the interventions most likely to promote integration. This report includes descriptions of project activities, including technical assistance, descriptive research, and developmental research, and provides abstracts of 12 research studies conducted. A substantial portion of the report is composed of tables documenting project accomplishments. (JDD)

Descriptors: 2Severe Disabilities; 1Mainstreaming; Preschool Education; Elementary Secondary Education; Educational Change; Educational Innovation; 1Educational Practices; 1Student Placement; Influences; Research and Development; 1Research and Development Centers; Change Agents; 1Technical Assistance; Program Evaluation

EC300899 ED341224

Title:	Changing Canadian Schools: Perspectives on Disability and Inclusion
Author:	Porter, Gordon L., Ed.; Richler, Diane, Ed.
Article Info:	G. Allen Roeher Inst., Toronto (Ontario). 1991 330p.
Rep:	ISBN: 1-895070-00-7
Available From:	The Roeher Institute, Kinsman Building, York University, 4700 Keele St., North York, Ontario M3J 1P3, Canada ($24)
EDRS Price:	MF01 plus postage; PC not available from EDRS
Language:	English
Document Type:	COLLECTION (020)
Geographic Source:	Canada; Ontario
Journal Announcement:	RIEJUN92

Abstract: The 15 papers in this collection present a Canadian perspective on providing services to children with disabilities in regular classes and schools. The papers are grouped into three sections: Philosophical, Legal and Historical Overview; Parent and Self-Advocacy; and Innovations and Practical Applications. Chapters have the following titles and authors: "Changing Special Education Practice: Law, Advocacy and Innovation" (Gordon L. Porter and Diane Richler); "Inclusive Education as Social Policy" (Diane Richler); "Education: A System of Social Disempowerment" (Marcia H. Rioux); "Access to Equality in Education: The Power of Parents" (S. Dulcie McCallum); "Principles of Change: A Parent's Perspective on the Education System" (David Jory); "The Road to Inclusion: One Family's Story" (Alene Steinbach); "A Will To Learn: The Experiences of a Self-Advocate in the Education System" (Marcia Marcaccio); "The Methods and Resource Teacher: A Collaborative Consultant Model" (Gordon L. Porter); "Leading the Way: The Role of School Administrators in Integration" (Darlene E. Perner); "The Role of the Classroom Teacher" (Margaret Murray); "Implementing Multi-Level Instruction: Strategies for Classroom Teachers" (Jean Collicott); "Problem Solving Teams: A Thirty-Minute Peer-Helping Model" (Gordon L. Porter et al.); "Student to Student: Curriculum and the Development of Peer Relationships" (Julie Stone and Charlotte Campbell); "Beyond Behaviour: A Case of Social Intervention Strategies for a Student with Challenging Behaviours" (Brian Kelly and Jeff den Otter); "On Campus: Integrated Post-Secondary Education" (Melanie Panitch). (80 references) (DB)

Descriptors: Child Advocacy; Delivery Systems; *Disabilities; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Legal Responsibility; *Mainstreaming; *Parent Participation; Program Implementation; Social Integration; Teacher Role; *Teaching Methods

Identifiers: *Canada

EC302420

Title:	Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom. Children, Youth & Change: Sociocultural Perspectives
Author:	Putnam, JoAnne W., Ed.
Article Info:	1993, 188p
Rep:	ISBN-1-55766-134-0
Available From:	Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624 ($20)
Document Type:	010; 020; 055
Geographic Source:	US; Alaska
Target Audience:	Practitioners; Teachers

Abstract: This book is intended to assist educators to meet the needs of diverse children with varying cognitive abilities; developmental and learning disabilities; sensory impairments; and different cultural, linguistic, and socioeconomic backgrounds. It is based on the premise that children of differing abilities and backgrounds will benefit both academically and socially from cooperative learning. The eight chapters have the following titles and authors: "The Movement Toward Teaching and Learning in Inclusive Classrooms" (JoAnne W. Putnam); "The Process of Cooperative Learning" (JoAnne W. Putnam); "Curricular and Instructional Adaptations for Including Students with Disabilities in Cooperative Groups" (Ann Nevin); "Redefining the Role of the Special Educator and Other Support Personnel" (Richard A. Villa and Jacqueline S. Thousand); "Cooperative Classroom Management: Student Needs and Fairness in the Regular Classroom" (Luanna H. Meyer and Leah A. Henry); "Supporting Young Children's Development Through Cooperative Activities" (JoAnne W. Putnam and Loraine J. Spenciner); "Cooperative Learning and Cultural Diversity: Building Caring Communities in the Cooperative Classroom" (Dilafruz R. Williams); and "Innovative Classroom Programs for Full Inclusion" (Jo Jakupcak). Each chapter includes references. (DB)

Descriptors: 2Cultural Differences; 2Disabilities; Elementary Secondary Education; Special Needs Students; Social Integration; Mainstreaming; Limited English Speaking; Minority Groups; Socioeconomic Influences; 1Cooperative Learning; 1Teaching Methods; 1Classroom Techniques; Special Education Teachers; Teacher Role; Humanistic Education

Identifiers: 1Diversity (Student)

EC302110 ED357566

Title:	Corvallis School Inclusion Project
Author:	Jakupcak, Jo; Rushton, Richard
Article Info:	Aug 92, 7+p, LEVL 1
Document Type:	141
Geographic Source:	US; Montana
Journal Announcement:	RIE

Abstract: The "Teach Me To. . .Teach Me, Too!" program is designed to meet the needs of secondary students with disabilities within the regular educational setting and with the regular educational curriculum. It utilizes a team teaching approach, allowing the regular educator and the special educator to work as a true team in an efficient and effective manner. The model involves pre-teaching key concepts to those students identified as having special learning needs; then teaching the entire class, often using cooperative learning groups; and subsequently giving special needs students an opportunity to review key concepts before testing occurs. The regular educator teaches course content, and one day a week the special educator presents a lesson on learning per se, focusing on learning styles, time management, notetaking, test-taking strategies, and other topics. Of 10 students with special needs who took part in this supported educational effort, all passed the course with a grade of "C" or better. (JDD)

Descriptors: 2Disabilities; Secondary Education; 1Mainstreaming; Program Implementation; 1Team Teaching; 1Regular and Special Education Relationship; Models; Program Effectiveness; Instructional Effectiveness; 1Learning Strategies; Study Skills

EC301702 ED352772

Title:	The Education of Students with Mental Retardation: Preparation for Life in the Community. ARC Facts Education Series
Author:	Wehmeyer, Michael
Article Info:	The Association for Retarded Citizens, Arlington, TX arcfacts, Mar 1991 Mar 1991 3p.
Available From:	The Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76006
EDRS Price:	MF01 plus postage; PC not available from EDRS
Language:	English
Document Type:	REVIEW LITERATURE (070); SERIAL (022)
Geographic Source:	US; Texas
Journal Announcement:	RIEMAY93

Abstract: This fact sheet discusses the preparation of students with mental retardation for life in the community. It presents the position of the Association for Retarded Citizens (ARC) on the education of students with mental retardation, lists the school experiences that best prepare students for life in the community, examines how views of the role of education for students with mental retardation are changing, discusses whether all students should spend all of their time in regular classrooms, compares integration and inclusion with mainstreaming, points out why placement in an age-appropriate integrated setting is important, addresses the family's role in determining appropriate education programming and placement, notes how preparation for employment is accomplished, and presents ARC's role in facilitating quality education. (JDD)

Descriptors: *Daily Living Skills; *Educational Practices; Elementary Secondary Education; Mainstreaming; *Mental Retardation; Parent Participation; Position Papers; Social Integration; *Student Placement; Vocational Education; Voluntary Agencies

Identifiers: Association for Retarded Citizens

EC302255 ED359695

Title:	Facilitating and Measuring the Team Process within More Inclusive Educational Settings
Author:	Utley, Bonnie L.
Article Info:	May 93, 24p, LEVL 1; in Kupper, Lisa, Ed. National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide and Videotape; see EC302252
Document Type:	150; 120; 055
Geographic Source:	US; Pennsylvania
Journal Announcement:	RIE
Target Audience:	Practitioners; Administrators

Abstract: This paper describes how the movement of students with severe disabilities to more inclusive settings impacts on the team process, particularly with regard to the development, implementation, and evaluation of communication intervention. First, the characteristics of transdisciplinary teams as they operate in more inclusive settings are described, followed by a categorization of team processes as either team "functions" or team "structures." Team functions include assessment, goal-setting, and service provision. Team structures refer to how teams are organized (e.g., who should be part of the team) and roles within teams (e.g., facilitator, observer, recorder) as well as the mechanisms team members use to arrive at a consensus in decision-making. The importance of the team in identifying both the vision that its members hope to realize and the goals of inclusion for each student is stressed. The paper concludes with recommendations for future efforts to enhance collaboration among team members working with this population. (41 references) (Author/DB)

Descriptors: 2Severe Disabilities; 1Social Integration; Mainstreaming; 1Teamwork; 1Interdisciplinary Approach; Student Educational Objectives; Intervention; 1Communication Skills; Parent Participation; Family Role

EC302306 ED359739

Title:	Federal Resource Center for Special Education Final Report
Author:	Carlson, Laurance and others
Article Info:	31 May 93, 41+p, LEVL 1
Rep:	Federal Resource Center for Special Education, Lexington, KY
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC
Contract Number:	HS91004001
Document Type:	141
Geographic Source:	US; Kentucky
Journal Announcement:	RIE

Abstract: The Federal Resource Center for Special Education (FRC) was established to provide consultation, training, and technical assistance to Regional Resources Centers (RRCs) in order to enhance the quality and consistency of technical assistance content provided to State Education Agencies. FRC efforts focused on the Office of Special Education Programs' (OSEP's) designated national priorities, which include improving state policies that ensure access and inclusion and issues related to improving outcomes for children with disabilities. This report outlines project tasks, presents the conceptual framework for the project, describes technical assistance activities initiated, evaluates the project, and examines project impact. Specifically, the FRC identified, documented, and reported significant issues and trends in special education, including those involved with the Comprehensive System of Personnel Development (CSPD) and enhancing services for children from minority backgrounds; facilitated information exchange among the RRC network and other federally funded technical assistance providers; strengthened RRC services through information exchange, consultation, and training; organized, synthesized, and disseminated knowledge concerning attention deficit disorder; and facilitated the evaluation of technical assistance by RRCs and OSEP. (JDD)

Descriptors: 2Disabilities; 1Special Education; 1Technical Assistance; Elementary Secondary Education; 1Federal Programs; 1Consultation Programs; 1Resource Centers; Training; Public Policy; Access to Education; Mainstreaming; Program Development; Program Evaluation; Program Effectiveness; Information Networks; Trend Analysis; Educational Trends; Attention Deficit Disorders

Identifiers: 1Federal Resource Center for Special Education

EC300990 ED343311

Title:	Guidelines Regarding Integration of Students with Identified Special Education Needs
Author:	Feldman, Elliot
Article Info:	May 1991 15p.; submitted by the Integration Task Force; some smudged type
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	NONCLASSROOM MATERIAL (055); POSITION PAPER (120)
Geographic Source:	US; Massachusetts
Journal Announcement:	RIEAUG92
Target Audience:	Practitioners; Policymakers; Administrators

Abstract: These recommendations concerning the integration of students with and without disabilities in public schools begin with an operational definition of integration and a list of general parameters guiding successful integration. Recommendations are then offered in several areas, including: (1) training, which should be systematic, comprehensive, inclusive, multimodal, and professional; (2) staff, who should have critical collaborative planning skills and skills in utilizing various service delivery models based on students' individual needs; (3) class size, which should be flexible based on students' needs and with consideration given to optimal proportions of students with and without disabilities; (4) curriculum, with modifications designed to meet individual needs and to facilitate integration of all students; and (5) a phase-in plan for systematically increased inclusion of students into general educational programs at all levels and in all schools. The paper concludes that successful integration requires multilevel restructuring, a commitment to share responsibility between general and special educators, and viewing the child as a part of a community. (JDD)

Descriptors: Class Size; Curriculum; *Disabilities; Educational Change; *Educational Practices; *Educational Principles; Elementary Secondary Education; *Mainstreaming; Program Implementation; *Regular and Special Education Relationship; Staff Development

EC192102 in ED279140

Title:	Implementation of P.L. 94-142 and Its Accomplishments, Problems and Future Challenges: A State Education Agency Perspective
Author:	Schrag, Judy A.
Article Info:	In The Futures of Special Education: Proceedings of the CEC Symposium (Lake Geneva, WI, May 1986); see EC191717. ERIC 279140, 1987, 34+p, LEVL 1
Document Type:	120; 150
Geographic Source:	US; Virginia

Abstract: Written from the perspective of a state director of special education, the paper identifies and discusses accomplishments in special education during the 10 years since p.L. 94-142 was enacted, current problems and issues, and future challenges within the following key areas of change: (1) access to education for all handicapped children; (2) continuum of services from birth to adulthood -- early childhood intervention; (3) continuum of services from birth to adulthood -- transition programs for older students with handicaps; (4) least restrictive environment (5) special education manpower; (6) monitoring of special education programs/related services; (7) programs for gifted students. The author notes the increasing financial challenges facing special education but predicts solidified regular and special education partnerships, programming for unserved and underserved groups of handicapped students, improved implementation of the continuum of services delivery approach, increased effective integration of severely handicapped into the public schools, maintenance of procedural safeguards while reducing the legalistic burdens on special education, increased emphasis on technical assistance in state monitoring of special education programs, and continuation and enhancement of gifted programming. (Db)

Descriptors: 2Disabilities; 1Special Education; 1Educational Trends; Federal Legislation; 1Trend Analysis; 1Delivery Systems; Equal Education; Normalization (handicapped); Program Evaluation; 2Gifted; Retrenchment; Elementary Secondary Education; Administrator Attitudes; Futures (of society); Access to Education; Education Work Relationship; Mainstreaming; Labor Force; Accountability

Identifiers: 1Education for All Handicapped Children Act; Early Intervention

EC302448 ED361977

Title:	Implementing Best Practices for All Students in Their Local School: Inclusion of All Students through Family and Community Involvement, Collaboration, and the Use of School Planning Teams and Individual Student Planning Teams
Author:	Fox, Timothy J.; Williams, Wes
Article Info:	Oct 91, 103+p, LEVL 1
Sponsoring Agency:	Department of Education, Washington, DC
Contract Number:	H086J80005
Available From:	Vermont Statewide Systems Support Project, University Affiliated Program, 499C Waterman Bldg., Burlington, VT 05405 ($10 incl. shipping & handling)
Document Type:	055
Geographic Source:	US; Vermont
Journal Announcement:	RIE
Target Audience:	Administrators; Practitioners

Abstract: This manual presents guidelines to assist Vermont schools in the systems change involved in implementing full inclusion for students with disabilities in general education classrooms and community settings. The first chapter addresses general issues concerned with full inclusion, including Vermont's vision for education, the role of collaborative teaming, and students with intensive needs. Chapter 2 focuses on student, family, and community involvement in planning, noting possible participants in both the school planning team and the individual student planning team. Chapter 3 looks at schoolwide planning for best practice improvement, with guidelines on: facilitating productive meetings of the planning team, tailoring the process to meet the unique needs of each local school, gathering information about best practices, selecting and prioritizing best practices, and coordinating plans of schools within a district. The individual student team planning process is the subject of the Chapter 4, with guidelines addressing such issues as: initiation of the Individual Student Planning Team Process, Student Planning Team members, and coordinating student needs with general education class activities. Chapter 5 offers guidelines for collaborative teaming, including decision making, problem solving, and meetings. Appendices provide sample forms for both the schoolwide planning process and the individual student planning process. (DB)

Descriptors: Special Needs Students; 2Disabilities; 1Mainstreaming; 1State Programs; 1Educational Practices; State Standards; 1Teamwork; Individualized Education Programs; 1Educational Planning; Meetings; Decision Making; Neighborhood Schools; School Community Relationship; Educational Quality; Elementary Secondary Education

Identifiers: 1Vermont; Collaborative Teaching

EC302376 ED358677

Title:	Including Students with Disabilities in General Education Classrooms; ERIC EC Digest #E521
Article Info:	Jul 93, 2+p, LEVL 1; for a related document, see EC302377
Rep:	EDO-EC-93-4; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA; Council for Exceptional Children, Reston, VA
Sponsoring Agency:	Office of Educational Research and Improvement (ED), Washington, DC
Contract Number:	RI88062007
Available From:	Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, prepaid).
Document Type:	071; 055
Geographic Source:	US; Virginia
Journal Announcement:	RIE
Target Audience:	Practitioners

Abstract: This information sheet summarizes requirements of the Individuals with Disabilities Education Act (IDEA) regarding inclusion of students with disabilities in general education classrooms and lists activities and support systems that have been found successful in fostering such inclusion. Suggestions are given in the areas of attitudes and beliefs, services and physical accommodations, school support, collaboration, and instructional methods. A sample scenario illustrates collaborative teaching by a regular and a special education teacher in a third-grade classroom. Nine resources are listed. (DB)

Descriptors: 2Disabilities; 1Mainstreaming; 1Educational Methods; Elementary Secondary Education; Federal Legislation; Attitudes; Beliefs; Social Integration; Cooperation; Teamwork; Teaching Methods; Services; Regular and Special Education Relationship

Identifiers: 1ERIC Digests; Teacher Collaboration; Individuals with Disabilities Education Act

Title:	Including Students with Severe Disabilities in General Education Settings
Author:	Wisniewski, L., and Alper, S.
Article Info:	1994, 10 pages
Available From:	*Remedial and Special Education (15)*1, 4-13
Category:	Strategies/Implementation
Format:	Journal article

Abstract: The authors approach social change, such as inclusion, as a developmental process that occurs in carefully planned phases. They present five systematic phases intended for educational leaders to guide the change from segregated to inclusive settings for students with severe disabilities. Those phases are: (1) develop networks within the community, (2) assess school and community resources, (3) review strategies for integration, (4) install strategies that lead to integration, and (5) develop a system of feedback and renewal.

EC230859 ED319172

Title:	Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory
Author:	Sosnowsky, William Paul, Comp.; and others
Article Info:	Macomb Intermediate Center, Mt. Clemens, MI.; Wayne State Univ., Detroit, Mich. Coll. of Education.; Wayne State Univ., Detroit, MI. Developmental Disabilities Inst. 15 Jan 1990 54p.
EDRS Price:	MF01/PC03 plus postage
Language:	English
Document Type:	BIBLIOGRAPHY (131); DIRECTORY (132)
Geographic Source:	US; Michigan
Journal Announcement:	RIEOCT90

Abstract: Definitions of least restrictive environment (LRE), inclusive education, and mainstreaming are offered, supported by position statements and policies of the Michigan Board of Education, Michigan Department of Education, and the Council for Exceptional Children. Thirty-six terms related to inclusive education, such as integrated education and community inclusion advocacy, are listed. Federal and Michigan statutes and regulations regarding LRE are cited. A bibliography of monographs, periodical articles, and reports listed approximately 500 citations on LRE, divided into a section of contemporary literature and a section of historical (pre-Public Law 94-142) literature. A directory of organizational and individual resources concludes the document. (JDD)

Descriptors: *Definitions; *Disabilities; Educational History; Elementary Secondary Education; Federal Legislation; *Mainstreaming; *Normalization (Handicapped); Social Integration; State Legislation; Vocabulary

Identifiers: Michigan

Title:	Inclusive Schools - Program Development
Author:	Mark Twain Elementary School Staff
Article Info:	1992, 4 pages
Price:	Nominal charge
Available From:	Mark Twain Elementary School, Federal Way School District, 24550 S. Starlake Road, Federal Way, WA 98003; (206) 941-0100
Category:	Strategies/Implementation
Format:	Document

Abstract: This document summarizes this school's beginning efforts to build an inclusive school model. The document includes a focus statement, action plan, and instructional program components. The target population for the inclusive design includes kindergarten through third grade special programs: gifted, Chapter 1, transitional bilingual, and special education.

EC301739 ED353708

Title:	Integrating Students with Special Needs: Policies and Practices That Work
Author:	National Education Association, Washington, DC
Article Info:	A Report from Professional Standards and Practice. May 1992 63p.
Available From:	NEA Professional Library, PO Box 509, West Haven, CT 06516
EDRS Price:	MF01 plus postage; PC not available from EDRS
Language:	English
Document Type:	POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source:	US; District of Columbia
Journal Announcement:	RIEJUN93
Target Audience:	Policymakers

Abstract: This monograph resulted from a meeting of regular and special education leaders which addressed what works for the successful inclusion of students with special needs in regular education classrooms. The monograph focuses specifically on inclusion of students with learning disabilities. After an executive summary, the paper includes a review of the current situation, an analysis of options, recommendations, and a glossary. Recommendations are framed in the form of questions to guide development of state and local strategies toward effective implementation of the least restrictive environment principles. Questions are derived from National Education Association (NEA) policy and position statements and address: (1) educational environment, (2) policies and practices, (3) staff preparation/professional growth, (4) roles and responsibilities, (5) decision making, and (6) rights and responsibilities. A glossary presents definitions of 13 relevant terms including "at-risk students," "inclusive education," and "weighted formulas." (31 references) (DB)

Descriptors: *Change Strategies; Decision Making; Definitions; *Disabilities; Educational Change; *Educational Methods; *Educational Policy; Educational Practices; Educational Principles; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; Policy Formation; Program Implementation; Regular and Special Education Relationship; Social Integration; Staff Development

EC606566

Title:	Integration Outcomes: Theoretical Models and Empirical Investigations
Author:	Sobsey, Dick; Dreimanis, Mike
Article Info:	Developmental Disabilities Bulletin; v21 n1 p1-14 1993
Document Type:	080; 070

Abstract: This article compares segregated and integrated educational services for students with individual and intensive learning needs. Research is cited showing educational and social advantages for integrated settings over segregated alternatives. Adaptive education, which delivers special education services in regular classrooms, is considered as a means of combining the advantages of intensive, individualized programs with the advantages of inclusive education. (Author/JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Models; 1Outcomes of Education; Academic Achievement; Interpersonal Competence; 1Regular and Special Education Relationship; Delivery Systems; 1Special Classes

EC300875 ED341202

Title:	Project TEEM Outreach: Transition into the Elementary Education Mainstream throughout Rural Vermont; final report; Statewide Outreach Project: Handicapped Children's Early Education Program Demonstration Projects
Author:	Fox, Wayne; Ross-Allen, Jane
Article Info:	Vermont Univ., Burlington. Center for Developmental Disabilities. Oct 1991 76p.
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC; Handicapped Children's Early Education Program
Contract Number:	H024E80018
EDRS Price:	MF01/PC04 plus postage
Language:	English
Document Type:	EVALUATIVE REPORT (142); PROJECT DESCRIPTION (141)
Geographic Source:	US; Vermont
Journal Announcement:	RIEJUN92
Target Audience:	Practitioners; Administrators

Abstract: This final report describes: (1) a model designed to help the transition of young children with special needs from early childhood programs into regular kindergarten and other regular education environments; and (2) the impact of TEEM (Transition into the Elementary Education Mainstream) Outreach in disseminating and replicating the model throughout Vermont. The TEEM model stresses the implementation of best practices in transition planning and identifies 5 such practices and 18 associated critical activities. The model also provides a 5-step process for a systemwide transition program. The TEEM Outreach effort provided training institutes to 23 school districts on the development of school/district transition procedures, examined the impact of the TEEM institutes on school/district planning teams, evaluated impact on individual planning team members, and surveyed impact on families (N=28) and on children (including placements, types of transition activities, and critical factors associated with transition planning). Appendices present: a list of the best practices and critical activities; a sample format for TEEM institutes; a worksheet to develop written transition procedures; and sample transition planning forms. (13 references) (DB)

Descriptors: Articulation (Education); *Disabilities; Early Childhood Education; *Educational Practices; Educational Quality; Family Involvement; Institutes (Training Programs); Kindergarten; Mainstreaming; *Models; Outreach Programs; Program Development; School Districts; *School Readiness; Social Integration; Special Needs Students; Statewide Planning; *Transitional Programs

EC301708 ED352778

Title:	Report Card to the Nation on Inclusion in Education of Students with Mental Retardation
Author:	Davis, Sharon
Article Info:	The ARC, Arlington, TX. Oct 1992 39p
Available From:	The ARC, 2501 Avenue J, Arlington, TX 76010 ($2)
EDRS Price:	MF01 plus postage; PC not available from EDRS
Language:	English
Document Type:	PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source:	US; Texas
Journal Announcement:	RIEMAY93
Target Audience:	Policymakers; Administrators; Practitioners

Abstract: This paper presents a summary of the current status of efforts to include students with mental retardation in mainstream educational programs. It begins with a summary of a New Jersey federal court's ruling requiring more inclusive education and a discussion of the commitment of The ARC (formerly The Association for Retarded Citizens of the United States) to greater inclusion. The benefits of inclusive education for students with and without disabilities are briefly reviewed. Summary data (for 1989-90) are then given on placements nationally in eight different instructional arrangements. The next sections provide national and individual state data on the extent to which children with mental retardation are being educated in the following instructional settings: regular classes, resource rooms, separate classrooms, and separate schools. A summary points out that only 6.7 percent of children with mental retardation are being educated in regular classrooms and that children with mental retardation are much more likely than children with other disabilities to be in segregated settings. Ranking of states by a weighted formula finds most states place fewer than 10 percent of children with mental retardation in regular classes. The paper ends with a call to action for policymakers and administrators in the federal, state, and local governments as well as Arc chapter members. An appendix provides a table of state data. (DB)

Descriptors: Court Litigation; *Educational Trends; Elementary Secondary Education; *Equal Education; *Mainstreaming; *Mental Retardation; Resource Room Programs; Special Classes; Special Schools; State Programs; Statistical Data; *Student Placement; Trend Analysis

Identifiers: *Arc (Association for Retarded Citizens)

EC302685 ED No. Not Yet Available

Title:	Restructuring Education in the 90s
Author:	Sailor, Wayne and others
Article Info:	Dec 92, 46p, LEVL 1; for the Final Report, Years 1987-1992, see EC301898
Rep:	San Francisco State Univ., CA. California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED/OSERS), Washington, DC
Contract Number:	G0087C3056
Document Type:	132; 080; 141
Geographic Source:	US; California
Journal Announcement:	RIE

Abstract: This report describes the Comprehensive Local School approach to school restructuring, which envisions the school as the coordinating vehicle for all children's services, including health and social services, and which reconfigures and coordinates all categorical programs at the school site under a site-based management system characterized by a participatory decision-making process. The report presents a reprint of an article from the journal "Remedial and Special Education" by Wayne Sailor, titled "Special Education in the Restructured School." The article identifies trends in special education reform, including the movement to integrate students with severe disabilities into general educational schools and classrooms and the effort to retain students with mild and moderate disabilities in the general classroom. The article proposes that reform efforts in general education present an opportunity for amalgamation of related viewpoints through broad-based, school restructuring policy reform. This amalgamation is reflected in regulatory waivers, site-based management and budgetary control, shared decision making, and full infusion of federal categorical program resources into the general education program. A list of 12 organizations that support innovative restructuring efforts by schools is presented, and a list of the schools that these organizations work with in restructuring and reforming educational programs is also provided. In addition, a list is presented of 21 schools that indicated in a survey that they were implementing general and special education reform. (JDD)

Descriptors: 2Disabilities; Preschool Education; Elementary Secondary Education; Educational Change; 1School Restructuring; 1Mainstreaming; 1Models; Social Services; Health Services; School Role; Special Education; 1Regular and Special Education Relationship; Educational Trends; Program Development; Educational Policy; 1School Based Management; Participatory Decision Making

Identifiers: 1Inclusive Schools

EC900245

Title:	Support Networks for Inclusive Schooling: Interdependent Integrated Education
Author:	Stainback, William, Ed.; Stainback, Susan, Ed.
Article Info:	1990, 259p
Rep:	ISBN-1-55766-041-7
Available From:	Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624 ($24); for related document, see EC900248
Document Type:	010; 020; 055
Target Audience:	Practitioners

Abstract: This book discusses inclusive education as a means to help prepare students socially as well as educationally in an integrated classroom setting. Practical strategies are suggested for achieving full inclusion of all students in a mainstream that is challenging to each student but is also adaptive and sensitive to each student's needs. The 16 chapters are divided into three sections. Section I, "Support Networking for Inclusive Schooling" includes: "Inclusive Schooling" (Susan and William Stainback); "Facilitating Support Networks" (Susan and William Stainback); and "The Support Facilitator at Work" (Stainback and Stainback). Section II, "Classroom-Focused Support Options," includes "Facilitating Peer Supports and Friendships" (Stainback and Stainback); "Student Support through Cooperative Learning" (Mara Sapon-Shevin); "Students as Instructional Agents" (Alan Gartner and Dorothy Kerzner Lipsky); "A Team Approach to Program Development and Support" (Terri Vandercook and Jennifer York); "Meeting Diverse Needs through Professional Collaboration" (Marleen C. Pugach and Lawrence J. Johnson); "Meeting Diverse Needs through Collaborative Consultation" (Kathleen C. Harris); "Sharing Expertise and Responsibilities through Teaching Teams" (Jacqueline S. Thousand and Richard A. Villa); "Technology to Support Diverse Needs in Regular Classes" (Donna H. and Dale L. Dutton); and "Supports for Addressing Severe Maladaptive Behaviors" (Marsha Forest and Jack Pearpoint). Section III is titled "Developing Caring and Supportive Schools and Communities," and includes "Administrative Supports to Promote Inclusive Schooling" (Richard A. Villa and Jacqueline S. Thousand), "Families Supporting Inclusive Schooling" (Barbara E. Buswell and C. Beth Schaffner), "Developing a Caring Community to Support Volunteer Programs" (Mary A. Falvey, Jennifer J. Coots, and Kathryn D. Bishop), and "Initial Steps for Developing a Caring School (Mara Sapan-Shevin). (351 references) PB)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; Social Support Groups; 1Community Support; 1Public Support; Interpersonal Competence; 1Educational Cooperation; Parent Teacher Cooperation; Team Teaching; Cooperative Planning; Parent Participation; *Social Integration

Identifiers: Support Systems

Title:	The Impact of Inclusive School System Initiatives on the Education of Students with Disabilities
Author:	National Association of State Directors of Special Education
Article Info:	1993, 27 pages
Price:	Free
Available From:	National Association of State Directors of Special Education, 1800 Diagonal Rd., Suite 320, King Street Station 1, Alexandria, VA 22314; (703) 519-3800
Category:	Strategies/Implementation
Format:	Document

Abstract: This document presents outcomes drafted during a two-day meeting of a variety of education experts convened in July 1992 to identify and discuss the complex ramifications of inclusive school proposals on the management, administration, delivery, and effectiveness of education programs and services for students with disabilities and to help initiate the development of a national action plan to address the issues. Four challenges identified by forum participants as critical to the realization of reform to improve educational outcomes for all students were: (1) realignment of special education and regular education orientations and philosophies to embrace the diversity of student abilities, backgrounds, and needs; (2) funding structures that allow for the flexible utilization of resources to meet individual student needs; (3) examination of regulatory impediments to innovation without losing sight of the need to protect the educational rights of vulnerable individuals; and (4) implementation of effective instructional strategies and new approaches to pre- and in-service personnel preparation and deployment.

EC302077 ED357535

Title:	Using a Collaborative Problem Solving Strategy To Facilitate the Mainstreaming of Students with Severe Handicaps: (The Collaborative Education Project); Final Report
Author:	Salisbury, Christine Evans, Ian M.
Article Info:	Mar 93, 265+p, LEVL 1
Rep:	New York State Univ. System, Albany
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED), Washington, DC
Document Type:	141
Geographic Source:	US; New York
Journal Announcement:	RIE

Abstract: The Collaborative Education Project's goal was to assess the effectiveness of collaborative problem solving (CPS) by peer advocates for enhancing the integration of students with severe disabilities in regular early education contexts. The CPS strategy gives some responsibility to nondisabled students for the planning and design of activities and procedures that will ensure greater participation by the students with severe disabilities. Data from the project indicate that: (1) parent attitudes toward mainstreaming are unaffected by the presence of students with severe disabilities; (2) CPS is a useful and valued process for promoting equity and the inclusion of students with diverse needs in general education classrooms; (3) achievement test performance among classmates of students with severe disabilities was equivalent or better than a comparison group; and (4) level of engaged time among typical students was unaffected by the presence of students with severe disabilities. Attached to the report are an instructor's manual for the CPS approach; a CPS manual written by elementary students for other students; and papers with the following titles and authors: "The Effects of Full Inclusion on Regular Education Teachers" (Beverly Rainforth); "Parents as Team Members: Inclusive Teams, Collaborative Outcomes" (Christine Salisbury); "Mainstreaming During the Early Childhood Years" (Christine L. Salisbury); "Peer Interactions and Social Acceptance of Elementary-Age Children with Severe Disabilities in an Inclusive School" (Ian M. Evans and others); "Use of Instructional Time in Classrooms Serving Students With and Without Severe Disabilities" (Tia M. Hollowood and others); and "On the Nature and Change of an Inclusive Elementary School" (Christine L. Salisbury and others). (40 references) (JDD)

Descriptors: 2Severe Disabilities; Early Childhood Education; 1Problem Solving; 1Cooperative Programs; 1Participative Decision Making; Program Effectiveness; 1Social Integration; 1Mainstreaming; Instructional Design; Student Participation; Peer Relationship; Teamwork; Outcomes of Education

B. Assessment (Prereferral Intervention)

EC607354

Title:	Co-Assessment of Special Learners: A Call for Special and General Education To Unite
Author:	Choate, Joyce S.
Article Info:	Preventing School Failure; v37 n4 p11-15 Sum 1993
Available From:	UMI
Document Type:	080; 070; 055
Journal Announcement:	CIJE
Target Audience:	Practitioners

Abstract: Trends in student assessment in classrooms including students with and without disabilities are identified, and an approach called cooperative assessment, in which teachers consult to share knowledge and cooperate to solve problems, is detailed. A six-step cooperative assessment process is outlined. (DB)

Descriptors: 2Disabilities; Mainstreaming; Elementary Secondary Education; 1Regular and Special Education Relationship; 1Team Teaching; Consultation Programs; 1Student Evaluation; 1Evaluation Methods; Teacher Role

Identifiers: 1Teacher Collaboration; 1Cooperative Assessment

C. Staff Development

EC302735 ED No. Not Yet Available

Title:	A Core Curriculum and Training Program To Prepare Paraeducators To Work in Inclusive Classrooms Serving School Age Students with Disabilities
Author:	Pickett, Anna Lou and others
Article Info:	Sep 93, 208 pp, LEVL 1
Rep:	City Univ. of New York, N.Y. Center for Advanced Study in Education
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED), Washington, DC; Div. of Personnel Preparation
Contract Number:	H029K00037-92
Geographic Source:	US; New York
Journal Announcement:	RIE

Abstract: None

Descriptors: None

Title:	Florida Inclusion Network
Author:	Liles, C.
Article Info:	1994, 1 page
Price:	Free
Available From:	Florida Inclusion Network, Cheryl Liles, Director, c/o Okaloosa County Schools, 120 Lowery Place S. E., Fort Walton Beach, FL 32548; (904) 833-3226
Category:	Projects
Format:	Fact sheet

Abstract: The Florida Inclusion Network described in this fact sheet was established by the Florida Department of Education in January 1994. Six regional coordinators employed by the network will provide information and technical assistance to schools and districts that wish to develop and implement, or refine inclusive educational practices.

Title:	Inclusive Elementary and Special Education Teacher Preparation Program
Author:	Meyer, L., Mager, G., and Sarno, M.
Article Info:	1993, 18 pages
Price:	$5
Available From:	Luanna H. Meyer, ATTN: Special Projects Materials, Special Education Programs, 805 S. Crouse Avenue, Syracuse University, Syracuse, NY 13244-2280
Category:	Teacher Education
Format:	Document

Abstract: This document offers an overview of the Inclusive Elementary and Special Education Teacher Preparation Program which incorporates a general education and special education curriculum. The program incorporates required components of basic skills; liberal arts clusters in the humanities, social sciences, and natural sciences; a professional education core leading to dual certification in elementary (K-6) and special (K-12) education; and a specialization concentration in a chosen field of study in the liberal arts. The program includes extensive field experiences beginning with lower division coursework in school and community settings during the sophomore year, and meets all state and professional accreditation requirements.

EC901272

Title:	Meeting Special Needs in Ordinary Schools; 2nd Edition
Author:	Hegarty, Seamus
Article Info:	1993, 213 pp
Rep:	ISBN-0-304-32668
Available From:	Cassell, c/o PCS Data Processing, 360 West 31st St., New York, NY 10001
Document Type:	070; 010
Target Audience:	Policymakers; Administrators

Abstract: This book outlines current educational options available in the United Kingdom for children with disabilities, outlining and documenting recent trends in special education reform and their practical implications. Major legislation since 1981 is reviewed and legal definitions of special education needs and resources are explained. The differences between students with special needs currently placed in ordinary schools and those in special placements are explored, and it is concluded that educational mainstreaming is first and foremost a moral and social issue, rather than an educational one. Key elements of the ordinary school in need of reform are analyzed, including curriculum, academic organization, and staffing. The range of student grouping systems currently in use is then described, including many intermediate stages between full segregation and full inclusion. An overview is provided of support services available to primary and secondary schools in meeting special education needs, as well as likely support service patterns for the future. A variety of options for cooperation between special schools and regular schools are then outlined, followed by a review and exploration of training and staff development practices. After examining the many possible relationships that can exist between the student's home and school, an accounting framework for examining costs and benefits of different special needs student service systems is provided. (120 references) (PB)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Educational Change; 1Regular and Special Education Relationship; Foreign Countries; 1Mainstreaming; Special Schools; Special Needs Students; 1School Restructuring; Educational Environment; 1Educational Improvement; Educational Cooperation; Interschool Cooperation; Educational Finance; Educational Legislation; Staff Development

Identifiers: United Kingdom

EC302308 ED359741

Title:	Regular Class Participation System (RCPS); A Final Report
Author:	Ferguson, Dianne L. and others
Article Info:	1992, 70+p, LEVL 1
Rep:	U of Oregon, Eugene
Sponsoring Agency:	Department of Education, Washington, DC
Contract Number:	H086D90011
Document Type:	141; 142
Geographic Source:	US; Oregon
Journal Announcement:	RIE

Abstract: The Regular Class Participation System (RCPS) project attempted to develop, implement, and validate a system for placing and maintaining students with severe disabilities in general education classrooms, with a particular emphasis on achieving both social and learning outcomes for students. A teacher-based planning strategy was developed and shared with teacher participants in the project. RCPS sought to relocate preferred educational practices from self-contained to general education settings. Teachers and students from nine elementary, five middle, and three high schools participated in a quantitative study, a qualitative study, or both. Analysis of the quantitative data on both social and learning components showed no results of the intervention, but did show a strong school effect. Analysis of the qualitative data helped explain this strong school effect as themes emerged related to differences in teachers' purposes for "doing integration." The study concluded that integration doesn't work, but it can be a "step on the way" to inclusion. Inclusion does work, but only in the context of reinvented schools. Attachments to the report include observation procedures, definitions of terms, and statistical data from the study. (31 references) (JDD)

Descriptors: 2Severe Disabilities; 1Mainstreaming; 1Social Integration; Elementary Secondary Education; 1Program Evaluation; Program Development; 1Program Implementation; Program Validation; Interpersonal Competence; Academic Achievement; Qualitative Research; School Restructuring; Educational Change; School Role

EC300792 ED339179

Title:	The SNAP System for Inservice Training of Regular Educators; Final Project Report
Author:	Malouf, David B.; Pilato, Virginia H.
Article Info:	1991, 380+ pp, LEVL 1
Rep:	U of Maryland, College Park; Inst. for the Study of Exceptional Children and Youth
Sponsoring Agency:	Department of Education, Washington, DC
Geographical Area:	US; Maryland
Contract Number:	G008730016
Document Type:	141; 055
Target Audience:	Practitioners

Abstract: This report discusses a project to develop, test, and disseminate the SNAP (Smart Needs Assessment Program) system for needs assessment and inservice training of regular educators to work with students with disabilities. The SNAP system is an expert system that defines the training needs of individual teachers and links these needs with training experiences. The system's three modules provide: (1) background information on professional roles, special education students, and general approaches for mainstreaming; (2) information on approaches to improving reading, mathematics, and general learning; (3) information on behavioral and emotional management. The system helps the teacher to define his or her training needs and interests and recommends appropriate training materials from the approximately 175 items included in the system. This report describes activities during the third year of the project and includes a paper by V. H. Pilato and others titled "SNAP System End of Second Year Evaluation." One-page summaries of 125 learning strategies in the expert system knowledge base are provided. These learning strategies focus on such topics as encouraging students to speak up, improving reading comprehension with semantic mapping, graphic organizers, and teaching time using the whole clock method. One-page summaries of 54 behavior strategies (such as contingency contracting, learning stations, and attending to student feelings) are also provided. Also included are text versions of the learning strategy selector knowledge base, the behavior strategy selector knowledge base, and the batch files. (17 references) (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Inservice Teacher Education; Postsecondary Education; Program Development; 1Teaching Methods; Behavior Modification; 1Classroom Techniques; 1Expert Systems; Problem Solving; Information Systems; Databases; Database Design; 1Needs Assessment; Learning Strategies; Mainstreaming; 1Regular and Special Education Relationship

Identifiers: Behavior Management

D. Changing Roles and Responsibilities

EC606656

Title:	A Curriculum Development Process for Inclusive Classrooms
Author:	York, Jennifer and others
Article Info:	Focus on Exceptional Children; v25 n4 p1-16 Dec 1992
Available From:	UMI
Document Type:	080; 055
Target Audience:	Practitioners

Abstract: This paper defines "inclusion," discusses ways to think about curriculum related to inclusive education, presents a process of curriculum development to assist teams in including students with disabilities in regular classrooms, and provides specific curricular strategies and tools to assist in the curriculum development process for students with moderate to severe disabilities. (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Curriculum Development; 1Mainstreaming; Teaching Methods; Severe Disabilities; Social Integration; Regular and Special Education Relationship; 1Educational Methods

Identifiers: 1Inclusive Educational Programs

Date: 19930921

CE051911 ED303640

Title:	An Examination of the Perceptions of Vocational Administrators and Instructors of the Instructional Needs of Special Needs Students
Author:	Kleinle, Mark Philip
Article Info:	Dec 1988 23p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 2-6, 1988).
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source:	US; Pennsylvania
Journal Announcement:	RIEJUL89

Abstract: A study examined the inservice needs of vocational educators related to the inclusion of special needs students in vocational classes. Purposes were to determine the statewide enrollments of special needs students in vocational programs; to examine the instructional needs of vocational educators for working with these students at three schools; to describe the history, program characteristics, and instructional strategies of working with these students; and to compile a list of inservice needs for instructors. The population included 5 administrators, 3 special needs support persons, and 42 instructors. Data were collected from descriptive information about secondary vocational programs in Pennsylvania obtained through publications from the Department of Education; questionnaires sent to the three schools; and interviews with administrators and special needs persons at the schools. Topics identified as being priorities for teachers dealing with special needs students were teacher attitudes, the mainstreaming process, involvement in the Individualized Education Plan, identification of special students, and teachers' rights. Instructors, administrators, and support persons had needs unique to their professional positions and school settings. Recommendations include inservice program development with instructor involvement in the planning. (YLB)

Descriptors: Administrator Attitudes; *Disabilities; *Educational Needs; Educational Research; Handicap Identification; Individualized Education Programs; *Inservice Teacher Education; *Mainstreaming; *Needs Assessment; Secondary Education; State Surveys; Teacher Attitudes; Teaching Skills; *Vocational Education

EC607358

Title:	But--Let's Not Overlook the Ethics of Collaboration
Author:	Gable, Robert A. and others
Article Info:	Preventing School Failure; v37 n4 p32-36 Sum 1993
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: This discussion of ethical issues in the practice of teacher collaboration linking special and regular education considers reasons for collaboration, student placement, classroom diversity and teacher stress, confidentiality, the effectiveness of collaborative interventions, and teacher attitudes and successful collaboration. (DB)

Descriptors: 2Disabilities; 1Regular and Special Education Relationship; Elementary Secondary Education; 1Team Teaching; Mainstreaming; Program Development; Confidentiality; 1Ethics; Instructional Effectiveness; Student Placement; Decision Making

Identifiers: 1Teacher Collaboration

EC604295 EJ452928

Title:	Characteristics of General Education Teachers Perceived as Effective by Their Peers: Implications for Inclusion of Children with Learning and Behavioral Disorders
Author:	Landrum, Timothy J.; Kauffman, James M.
Article Info:	Exceptionality: A Research Journal, v3 n3 p147-63 1992
Rep:	ISSN: 0936-2835
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement:	CIJEMAR93

Abstract: In this study of 186 elementary school teachers, discriminant function analyses of peer ratings yielded membership in high, medium, and low perceived effectiveness groups based on measures of self-efficacy, standards and expectations for students, responsibility for student behavior, and resistance to teaching handicapped pupils. Implications for mainstreaming of students with disabilities are discussed. (Author/JDD)

Descriptors: Behavior Disorders; Behavior Rating Scales; *Disabilities; Elementary Education; Elementary School Teachers; Learning Disabilities; *Mainstreaming; *Peer Evaluation; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Expectations of Students; Teacher Responsibility

EC302309 ED No. Not Yet Available

Title:	Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual
Article Info:	Dec 92, 39+ pp, LEVL 1
Rep:	Kansas State Board of Education, Topeka
Sponsoring Agency:	Department of Education, Washington, DC
Contract Number:	H086L90012
Document Type:	055
Geographic Source:	US; Kansas
Journal Announcement:	RIE
Government:	State
Target Audience:	Practitioners

Abstract: This resource manual focuses on the development and enhancement of student program planning teams in schools oriented to inclusive education of students with disabilities. First, the terms inclusion, integration, and mainstreaming are clarified. Then, the challenge of developing instructional and behavioral plans that allow students to learn together is emphasized, outlining the need for administrative support, shared ownership of all children, collaborative teams, year-round transition and program planning, access to consultation and technical support, staff development, and school and home collaboration. The manual defines a "team" as a set of interpersonal relationships structured to achieve established goals. Members of the student planning team are listed. Essential elements of effective teams are discussed, including positive interdependence, face-to-face interaction, individual accountability, development of collaborative skills, and group processing. Appendixes provide team activities, various team forms, a team member checklist, and a team self-evaluation checklist. (18 references) (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Social Integration; 1Teamwork; 1Team Training; Educational Cooperation; Cooperative Planning; Educational Planning; Individualized Education Programs; Parent School Relationship; Interpersonal Relationship

Identifiers: 1Teacher Collaboration

EC607353

Title:	Co-Teaching: An Overview of the Past, a Glimpse at the Present, and Considerations for the Future
Author:	Friend, Marilyn and others
Article Info:	Preventing School Failure; v37 n4 p6-10 Sum 1993
Available From:	UMI
Document Type:	080; 070
Journal Announcement:	CIJE

Abstract: The development and current status of co-teaching to meet the needs of students with disabilities in mainstream settings are reviewed. Issues are identified concerning resources (finances, time, and space); participants (role clarification of both professionals and paraprofessionals); and implementation (the need for documentation of co-teaching effectiveness). (DB)

Descriptors: 2Disabilities; 1Mainstreaming; 1Team Teaching; Special Needs Students; 1Resource Allocation; Role Perception; Elementary Secondary Education; Instructional Effectiveness; Educational History; Program Implementation; Regular and Special Education Relationship; 1Teacher Role; Special Education Teachers

Identifiers: 1Teacher Collaboration

EC607355

Title:	Cooperative Planning for Regular Classroom Instruction of Students with Disabilities
Author:	Gable, Robert A. and others
Article Info:	Preventing School Failure; v37 n4 p16-20 Sum 1993
Available From:	UMI
Document Type:	080; 055
Journal Announcement:	CIJE
Target Audience:	Practitioners

Abstract: This article presents an approach to cooperative planning for individualizing instruction of students with special needs in mainstream settings. Guidelines for making decisions about aspects of joint lesson plans and a Co-Teaching Planning Form are offered. (DB)

Descriptors: 2Special Needs Students; Elementary Secondary Education; 1Mainstreaming; 1Instructional Development; 1Cooperative Planning; Regular and Special Education Relationship; 1Individualized Instruction; Decision Making; Records (Forms); Team Teaching

Identifiers: 1Teacher Collaboration

EC302637 ED No. Not Yet Available

Title:	Facilitating the Inclusion of Mildly Disabled Elementary Students in an Inner City School: A Service Delivery Model
Author:	Clarke, Sharon
Article Info:	8 Mar 93, 88 pp, LEVL 1; Ed.D. Practicum Report, Nova University
Document Type:	043; 143
Geographic Source:	Canada; British Columbia
Journal Announcement:	RIE

Abstract: The goal of this practicum was to have building-based special education personnel support classroom teachers so that elementary students with mild disabilities in an inner city school could be included in the classroom successfully. Through inservice education sessions, the staff were provided with current information on facilitating the inclusion of mildly disabled students, and then staff collaborated to develop solution strategies appropriate to their setting. A collaborative schoolwide restructuring of support services was implemented, altering special education support from three separate, vertical programs to three horizontal support teams responsive to the needs of the classroom teachers in each team. Special and general educators worked together to address students' academic needs. At the completion of implementation, all target students were receiving individual or small group instruction for a minimum of 90 minutes daily. Nine of ten teachers were "very satisfied" or "satisfied" with the new service delivery model and wished to continue with the model. Appendices provide copies of questionnaires and administrative materials. (70 references) (JDD)

Descriptors: 2Mild Disabilities; Elementary Education; 1Teaching Models; 1Mainstreaming; Social Integration; Inner City; Urban Education; Delivery Systems; 1Consultation Programs; 1Regular and Special Education Relationship; 1Cooperative Programs; School Restructuring; Teamwork

Identifiers: 1Teacher Collaboration

EC602317

Title:	Full Inclusion: Parent and Educator Objective for Students with Challenging Needs
Author:	Bunch, Gary
Article Info:	Developmental Disabilities Bulletin; v19 n1 p80-101 1991; special issue on integration
Document Type:	080; 143; 070
Target Audience:	Practitioners

Abstract: This study examined aspects of inclusive education, focusing on objectives of parents and educators, service delivery models designed to support full inclusion, and daily classroom activities carried out in the implementation of full inclusion. Parents, teachers, and principals of 32 elementary students in inclusionary programs were interviewed with a common interview instrument to assess their goals for students. Findings indicated that social and academic development were more feasibly tracked than had been expected, and significant progress in both areas was documented for each student. (9 references) (PB)

Descriptors: 2Disabilities; Elementary Education; 1Mainstreaming; Teacher Attitudes; Parent Attitudes; Administrator Attitudes; 1Educational Objectives; Regular and Special Education Relationship; Normalization (Handicapped); Interpersonal Competence; 1Classroom Activities; 1Social Integration

CS506109 ED293184

Title:	Inclusion Expectancies of the Adolescent Handicapped as They Interact with Teachers and Peers
Author:	Nitcavic, Richard G.; Aitken, Joan E.
Article Info:	Apr 1988 32p.; paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988)
EDRS Price:	MF01/PC02 plus postage
Language:	English
Document Type:	CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source:	US; Indiana
Journal Announcement:	RIESEP88

Abstract: By the mid-1970s, several pieces of federal legislation were passed requiring that handicapped or exceptional children be educated "in the least restrictive environment." The resulting "mainstreaming" of special children in regular classrooms has caused certain expectancies and special inclusion needs. To find out more about the perceptions of mainstreamed children, a study examined interpersonal needs and expectations among students in grades 6 to 8. The method used was to apply Q Methodology to the study of the patterned perceptions of special children who have been mainstreamed into a required middle school class. Approximately 500 students (including those labeled "handicapped") in required computer literacy classes from a midwestern county school, were tested to determine their communication self-concept. Only 340 of the tests were completed correctly and usable for data analysis. Five significant types of students emerged: (1) The Capable; (2) The Ego; (3) The Outcast; (4) The Reticent; and (5) The Okay Kid. Results suggest that Q is a useful technique for examining the interrelationships among interpersonal needs of adolescents; that a majority of the special students appeared to function successfully in a regular classroom; and that reticence is the major problem of one-third of the special students. (Three tables are included, and 30 references and lists for item descriptions and descending array of z-scores for types 1-5 are appended.) (MS)

Descriptors: *Adolescent Development; Disabilities; Educational Research; Elementary Education; *Mainstreaming; Middle Schools; *Normalization (Handicapped); *Q Methodology; *Self Concept; Self Concept Measures; Special Education; Speech Communication

Identifiers: Communication Behavior; Communication Patterns; Expectancy Theory; *Mainstreaming the Disadvantaged

EC300980 ED343301

Title:	Inclusive Education (Preschool-1st Grade and K-12) Feature Issues
Author:	McEvoy, Mary, Ed.; Vandercook, Terri, Ed.
Article Info:	IMPACT, v4 n2-3 Sum-Fall 1991 41p.
Rep:	U of Minnesota, Minneapolis; Inst. on Community Integration
EDRS Price:	MF01/PC02 plus postage
Language:	English
Document Type:	SERIAL (022); NONCLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source:	US; Minnesota
Journal Announcement:	RIEAUG92
Target Audience:	Practitioners; Parents

Abstract: These two theme issues of *Impact* discuss inclusive education for children with disabilities at the preschool to first grade level and at the kindergarten to grade 12 level, respectively. The articles present different ways that families and professionals include children with and without disabilities in educational and child care settings, with the common element in their success coming largely through collaboration among many people and agencies. The articles include: "Early Education: Which Path to Inclusion?"; "The Struggle, the Reward: Two Families' Experiences with Inclusion"; "Infants, Toddlers, and the Integrated Community"; "Early Intervention in Day Care Settings"; "Integration: A Cooperative Effort"; "Social Interaction Training for Young Children with Disabilities"; "Staff Training for Inclusion"; "Integration in Early Childhood Education: An Administrator's Perspective"; "Transition to Integrated Kindergarten Programs: Child, Family, and Program Issues"; "The Million Dollar Question..." ; "Toward a Shared Agenda for General and Special Education"; "America 2000: A Revolution in American Education"; "Step by Step: A System's Evolution toward Inclusion"; "The Power of One"; "Plungers, Followers, Joiners, and Wailers: A Lesson from Nature"; "Interpersonal Skills for Effective Collaboration"; "Creative Problem-Solving: Not Just for Adults"; "The Classroom Is 'Where It's At' for Communication Services"; "Promoting Social Inclusion beyond the School Community"; and "All Means All...Even the Yes-But and Whadabout Kids." Lists of suggested reading materials on inclusive learning environments are included (14 entries). (JDD)

Descriptors: Agency Cooperation; Civil Rights; Cooperative Programs; Day Care; *Developmental Disabilities; Educational Change; *Educational Cooperation; *Educational Methods; Elementary Secondary Education; Interpersonal Competence; *Mainstreaming; Personal Narratives; Preschool Education; Regular and Special Education Relationship; *Social Integration; Staff Development; Student Rights; Transitional Programs

EC301721 ED352788

Title:	Kentucky Services for Children with Deaf-Blindness CFDA-84.025A--State and Multistate Projects. Final Performance Report, Oct 1, 1989-Sept 30, 1992
Author:	Lewis, Preston
Article Info:	Sep 92, 190+p, LEVL 1 Kentucky State Dept. of Education, Frankfort; U of Kentucky, Lexington; parts of the document have marginal print and may not reproduce well
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC
Contract Number:	H025A90008-91
Document Type:	141
Geographic Source:	US; Kentucky
Journal Announcement:	RIE

Abstract: The goal of the Kentucky Deaf-Blind Intervention Program was to provide training and technical assistance to improve the quality of special education and related services in integrated environments. The program worked with families and service providers for individuals ages birth through 21 who have dual sensory impairments, with special emphasis on individuals above and below mandatory school age. Specific objectives and activities involved: (1) identifying needs and representing the interests of individuals with dual sensory impairments in Kentucky; (2) providing local consultation to families and providers; (3) developing preservice and inservice training regarding dual sensory impairments as part of Kentucky's Comprehensive System of Personnel Development; (4) implementing training and services for young children under age 5, based on Kentucky's state plans under Public Law 99-457 (Parts B and H); and (5) institutionalizing coordination of transition through the Individual Transition Plan process and personal futures planning. This final report, focusing on Project Year 1991-92, describes project accomplishments; project outcomes; problems, solutions, and additional needs; and products developed. Samples of several products are included, such as a project brochure, newsletters, directories, and a draft of a paper titled "Developing Programs for Students with Severe Handicaps Using Basic Skills in the Context of Age-Appropriate Priority Activities" by Melissa E. Hudson and Jennifer L. Leatherby. Appendixes contain project summaries and impact data for the two prior years of the project. (JDD)

Descriptors: 2Deaf Blind; Infants; Toddlers; Young Adults; Preschool Education; High Schools; Elementary Secondary Education; 1Technical Assistance; Mainstreaming; 1Inservice Education; Mainstreaming; Needs Assessment; 1Consultation Programs; Teacher Education; Early Intervention; Intervention Transitional Programs; Educational Methods; State Programs; Needs Assessment

Identifiers: 1Kentucky

EC607357

Title:	Metaphors of the Co-Taught Classroom
Author:	Adams, Lois; Cessna, Kay
Article Info:	Preventing School Failure; v37 n4 p28-31 Sum 1993
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: Discussions with exemplary Colorado general and special education co-teachers led to development of three metaphors for the co-teaching process: (1) yin and yang (the uniqueness and unity of the two teachers); (2) the dance (the rhythm, fluidity, and automaticity of effective collaboration); and (3) the particle and the stream (the thriving of individual students within the instructional flow). (DB)

Descriptors: 2Disabilities; 1Regular and Special Education Relationship; 1Cooperation; 1Team Teaching; Elementary Secondary Education; 1Teaching Models; Metaphors; Teacher Attitudes; Teacher Role

Identifiers: 1Teacher Collaboration

EC604298 EJ452931

Title:	Reflections on "Characteristics of General Education Teachers Perceived as Effective by Their Peers: Implications for the Inclusion of Children with Learning and Behavioral Disorders"
Author:	Landrum, Timothy J.; Kauffman, James M.
Article Info:	Exceptionality: A Research Journal; v3 n3 p185-88 1992
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: The authors of EC604295 examine their developing interest in teachers' perceptions of their peers' effectiveness in teaching difficult students, consider questions raised after seeing results of their study, and outline implications of this line of research in the future. (JDD)

Descriptors: 2Disabilities; Elementary Education; 1Teacher Attitudes; 1Teacher Characteristics; 1Teacher Effectiveness; Behavior Rating Scales; Teacher Responsibility; Teacher Expectations of Students; Mainstreaming; 1Peer Evaluation; Research Methodology; Behavior Disorders; Learning Disabilities

EC302601 ED No. Not Yet Available

Title:	Resources on Inclusive Education
Author:	Hulgin, Kathy, Ed.
Article Info:	Oct 93, 99 pp, LEVL 1
Rep:	Syracuse Univ., NY; Center on Human Policy
Sponsoring Agency:	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC
Contract Number:	H133B00003-90
Document Type:	020; 131; 141
Geographic Source:	US; New York
Journal Announcement:	RIE
Target Audience:	Practitioners; Parents; Community

Abstract: This information packet is intended for use by teachers, parents, administrators, therapists, advocates, and others interested in achieving inclusive educational opportunities for students with disabilities. Part I provides reprints of selected readings, including: "Sample Case Studies of Inclusive Education" (Janet Duncan); "Public Schools Welcome Students with Disabilities as Full Members" (Linda Davern and Roberta Schnorr); "All Students Belong in the Classroom: Johnson City Central Schools, Johnson City, New York" (Carol Berrigan); "Full Inclusion at Helen Hansen Elementary School: It Happened Because We Value All Children" (H. James Jackson); "Helping Teachers Manage the Inclusive Classroom: Staff Development and Teaming Strategies" (Barbara Ayres and Luanna H. Meyer); "The McGill Action Planning System (MAPS): A Strategy for Building the Vision" (Terri Vandercook et al.); and "Including Students with Disabilities: Some Factors to Consider" (Janet Duncan). Part II consists of a bibliography of approximately 310 items grouped into the following categories: administrative leadership, team approach/effective schools, accommodating curriculum, friendships and peer supports, families, program development, philosophy, inclusion strategies, teachers, cooperative learning, legal aspects, videos, general texts and periodicals, and annotations of selected books. (DB)

Descriptors: 2Disabilities; 1Mainstreaming; Elementary Secondary Education; Case Studies; Public Schools; 1Access to Education; 1Equal Education; Classroom Environment; Staff Development; Teamwork; School Administration; Change Strategies; 1Program Development

EC900468

Title:	Schooling without Labels: Parents, Educators, and Inclusive Education
Author:	Biklen, Douglas
Article Info:	1992, 199p
Rep:	ISBN-0-87722-875-2 hard copy; ISBN-0-87722-876-0 paperback
Available From:	Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122 ($39.95 hard copy; $16.95 paperback)
Document Type:	010; 141; 070
Target Audience:	Parents; Practitioners

Abstract: The lives and experiences of six families of children with disabilities who have achieved full integration in family life for their children are described in this book. The principles of inclusion used within these families are examined and applied to the broader question of inclusion of people with disabilities into education, community life, and other social institutions. The uses and definitions of such labels as "handicapped" and "normal" are seen as key factors in the segregation of disabled and nondisabled children, and it is argued that such labels unnecessarily prevent many basically capable children from full participation in mainstream society. (100 references) (PB)

Descriptors: 2Disabilities; Elementary Secondary Education; Mainstreaming; 1Handicap Discrimination; 1Normalization (Handicapped); Family Characteristics; 1Labeling (of Persons); Noncategorical Education; Family Structure; 1Family Life; Coping; 1Social Integration

EC302677 ED No. Not Yet Available

Title:	Schools Are for All Kids: School Site Implementation; Level II Training Participants Manual
Author:	Roger, Blair and others
Article Info:	19 Feb 92, 124p, LEVL 1; Final Report, Years 1987-1992, see EC301898. Trainer's packet and "The Leadership Challenge," see EC302678-679
Rep:	San Francisco State Univ; Cal. Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED/OSERS), Washington, DC
Contract Number:	G0087C3056-88
Document Type:	052
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Students

Abstract: This training manual for a 2-day workshop was developed from the perspective that a fully inclusive society will evolve only if there are schools which embrace all children, including those with disabilities. Each participating team first considers their school's current goals and progress made towards full inclusion, and then establishes goals and identifies strategies and resources to support continued movement towards full inclusion. Objectives in Section I involve identifying and describing key components of integration, a rationale for school restructuring, the role of the school site integration task force, and the role of the integration facilitator, and team teaching and peer coaching strategies. Section II focuses on group skills, leadership and participatory management, decision making, conflict management, effective meetings, student placement, and systems change. Section III covers educational goals for students with severe disabilities, curriculum adaptation, student grouping strategies, cooperative learning strategies, and factors which facilitate integration. Section IV addresses the Individualized Education Program, functional assessment, team action plans, a common vision for integration, and establishment of an individual school site integration plan. The manual provides background information, self-evaluation questionnaires, group and individual learning activities, and note-taking guides. (18 references) (JDD)

Descriptors: 2Disabilities; Postsecondary Education; Elementary Secondary Education; 1Mainstreaming; Workshops; 1Educational Planning; Teamwork; 1Program Development; Social Integration; School Restructuring; Staff Role; Teacher Role; 1Leadership Training; Inservice Teacher Education; Group Dynamics; Participatory Decision Making; Teamwork; Grouping (Instructional Purposes); Cooperative Learning; Individualized Education Programs

Identifiers: 1Inclusive Schools

EC302678 ED No. Not Yet Available

Title:	Schools Are for All Kids. Part II: School Site Implementation. Trainer's Packet
Author:	Roger, Blair and others
Article Info:	18 Mar 92, 67 pp, LEVL 1; for the Final Report, Years 1987-1992, see EC301898; for the participants' manuals, see EC302677-679
Rep:	San Francisco State Univ., CA; California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED/OSERS), Washington, DC
Contract Number:	G0087C3056-88
Document Type:	055
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Teachers

Abstract: This trainer's packet, designed to be used in conjunction with the participant's manual, was prepared for a 2-day workshop to restructure schools to embrace all children, including those with disabilities. The trainer's materials include: program objectives; masters for overhead transparencies; and descriptions oflearning activities, including the purpose, time needed to complete, materials needed, and directions. Objectives for the workshops four sections include: (1) identifying and describing key components of integration, a rationale for school restructuring, the role of the school site integration task force and the role of the integration facilitator, team teaching strategies, and peer coaching strategies; (2) group skills, leadership and participatory management, decision making, conflict management, effective meetings, student placement, and systems change; (3) educational goals for students with severe disabilities, curriculum adaptation, student grouping strategies, cooperative learning strategies, and factors which facilitate integration; and (4) the Individualized Education Program, functional assessment, team action plans, a common vision for integration, and establishment of an individual school site integration plan. (JDD)

Descriptors: 2Disabilities; Postsecondary Education; Elementary Secondary Education; 1Mainstreaming; Workshops; 1Educational Planning; Teamwork; 1Program Development; Social Integration; School Restructuring; Staff Role; Teacher Role; 1Leadership Training; 1Training Methods; Inservice Teacher Education; Group Dynamics; Participatory Decision Making; Teamwork; Grouping (Instructional Purposes); Cooperative Learning; Individualized Education Programs

Identifiers: Inclusive Schools

EC302679 ED No. Not Yet Available

Title:	Schools Are for All Kids: The Leadership Challenge. Participant's Manual; revised
Author:	Servatius, Joanna Dee and others
Article Info:	Apr 92, 81 pp, LEVL 1; for the Final Report, Years 1987-1992, see EC301898; for the participants' manual and trainer's packet, see EC302677-678
Rep:	San Francisco State Univ., CA; California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services, (ED/OSERS), Washington, DC
Contract Number:	G0087C3056-88
Document Type:	052
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Practitioners

Abstract: This participant's manual provides local educational agency/district teams of instructional leaders a way of examining their personal beliefs and values, developing a more inclusionary perspective, and gaining skills for creating schools that work for all students including those with severe disabilities. Team participation is emphasized as administrators, staff, and parents collaboratively develop a vision of all children learning together and a plan for including all students in their neighborhood schools with the instructional adaptations and supports needed to enable each to flourish. The first section of the participant's manual establishes a vision of what integrated programs can be, examines the concept of multiple intelligences, and considers how some schools have successfully integrated their programs. Section II presents the characteristics and needs of three individual learners and calls for participants to plan reasonable classroom participation for each. The third section simulates the planning of a restructured school with a fully integrated program, and emphasizes the implications for leadership strategies. The final section discusses how change occurs in schools and how to address the differing levels of concern of school team members as they plan for further integration. The manual contains group and individual learning activities, discussion questions, and case studies. (A bibliography accompanies each section.) (JDD)

Descriptors: 2Severe Disabilities; Disabilities; Elementary Secondary Education; Teamwork; Postsecondary Education; Values; Self Evaluation (Individuals); 1Mainstreaming; Social Integration; 1Program Development; 1School Restructuring; Educational Cooperation; Student Needs; Instructional Design; 1Leadership; Educational Change; School Administration; Student Needs; Inservice Education

Identifiers: Multiple Intelligences; 1Inclusive Schools

EC192692 EJ355505

Title:	Staff Development: A Key Issue in Meeting the Needs of Young Handicapped Children in Day Care Settings
Author:	Klein, Nancy; Sheehan, Robert
Article Info:	Topics in Early Childhood Special Education, v7 n1 p13-27 Spr 1987 Theme Issue: Day Care and Young Handicapped Children
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement:	CIJEOCT87

Abstract: The Special Education/Early Childhood Consultation Model provides onsite consultation to help day care providers acquire skills to adapt and modify activities to facilitate the social integration of handicapped children in all activities of the day care program. (Author/CB)

Descriptors: Case Studies; *Child Caregivers; *Consultation Programs; *Day Care; *Disabilities; Early Childhood Education; Intervention; Mainstreaming; *Models; Social Integration; Special Education; *Staff Development; Young Children

Identifiers: Early Intervention

Title:	The Impact of Inclusive Education Placements in Michigan
Author:	Burke, D.A. and Bang, M.
Article Info:	1993, 20 pages
Available From:	Disability Research Systems, Inc., 2500 Kerry St., Suite 208, Lansing MI 48912; (517) 485-5599
Category:	Research
Format:	Paper

Abstract: The authors report on an evaluation study commissioned by five Intermediate School Districts (ISD) in Michigan to follow up 89 students placed in inclusive education options during the school year 1991-92. All of these students had previously attended school in segregated facilities operated by their respective intermediate school districts. Findings indicate that, in general, parents reported mostly positive changes in family life since including their children in general education settings. Transportation time was reduced for all 52 of the students whose parents responded. Both parents and teachers perceived that opportunities for student interaction with nondisabled students were enhanced in an inclusive education option, but interactions out of school were not enhanced. Quality of the interactions in school were judged by teachers and parents as quite positive.

E. Administrative Concerns/Planning and Accountability

EC302752 ED No. Not Yet Available

Title:	Approaches and Options for Integrating Students with Disabilities: A Decision Tool
Article Info:	1993, 425 pp, LEVL 2
Rep:	ISBN-0-944584-65-9; Research Triangle Inst., Research Triangle Park, NC
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC
Contract Number:	H588002301
Available From:	Sopris West, 1140 Boston Ave., Longmont, CO 80501 ($25)
Geographic Source:	US; North Carolina
Journal Announcement:	RIE

Abstract: None

Descriptors: None

EC301166 ED345406

Title:	A Review of the Eligibility Criteria for Children with Special Needs. Section 78 of Chapter 138 of the Acts of 1991
Author:	Donahue, Alice; Gross, Shelley
Article Info:	Aug 91, 30+p, LEVL 1
Rep:	Massachusetts State Dept. of Education, Boston
Document Type:	142; 120
Geographic Source:	US; Massachusetts
Government:	State
Target Audience:	Policymakers

Abstract: This review of eligibility criteria for students with special needs was the result of a 2-month analysis of the Massachusetts special education law and the current state of education within Massachusetts. The review was intended to examine the original intent of the special education statute, possible reasons for the high number of special education students, costs to the state of the current special education mandates, and the cost savings to be achieved by recommended changes. The following recommendations were made: (1) the statutory definition of a child with special needs should be rewritten; (2) statewide eligibility guidelines must be developed to ensure clarity and consistency across school districts; (3) a comprehensive training program for professionals and parents should be developed to ensure understanding of the new definition and its implementation; (4) a 5-year initiative should be instituted to establish Teacher Support Teams to implement a prereferral system and instructional accommodations within regular classrooms; (5) all professional staff should participate in a professional development program that emphasizes key areas of effective instruction; and (6) a discretionary grant program supporting the mainstreaming of students with special needs should be funded. A bibliography of 49 items and seven appendixes presenting more detailed data on which the report is based conclude the document. (DB)

Descriptors: 2Disabilities; 1Needs Assessment; Definitions; 1State Legislation; 1Regular and Special Education Relationship; Elementary Secondary Education; Special Education; 1Educational Policy; Policy Formation; 1Eligibility; Inservice Education; Referral; Educational Finance; Mainstreaming; Staff Development; State Standards

Identifiers: Prereferral Services; 1Massachusetts

Title:	Characteristics of Effective Inclusive Schools: A Utah Study
Author:	Florina, L.
Article Info:	1993, 23 pages
Available From:	Mountain Plains Regional Resource Center, Utah State Univ., 1780 N. Research Pkwy., Suite 112, Logan, Utah 84321-9620; (801) 752-0238
Category:	Research
Format:	Paper

Abstract: This study was conducted in Utah during the fall of 1992. Interviews were conducted with key stakeholders at both the district and state level. Interviews and observations were conducted in 10 of the state's 40 school districts. The study is grounded in the effective schools research, with results discussed in the context of three broad categories of effective schools: a common mission; an emphasis on learning; and a climate conducive to learning. A section on barriers to change is included, as are recommendations that arose from an analysis of comments made in the interviews and from the results of the observations. Some of the recommendations: The state should provide financial support for start-up costs; training is needed for collaboration, team building, and teaching methods; program evaluation should be conducted to provide information on how inclusion is working.

Title:	How Four Communities Tackle Mainstreaming
Author:	Blackman, H.P., Cloud, D., Conn, M., Corbin, N., Wolak, M., and York, J.
Article Info:	1992, 8 pages
Available From:	*The School Administrator, (49)2*, 22-29
Category:	Strategies/Implementation
Format:	Journal article

Abstract: School leaders in four communities describe their efforts to include students with disabilities of all types into regular classes. The communities and leaders are: Saline, Michigan (Maurice Conn); Ontario, Oregon (David Cloud); Rum River, Minnesota (Mark Wolak, Jennifer York and Nancy Corbin); West Cook/East duPage Counties, Illinois (Howard P. Blackman). These leaders discuss the process of change in their communities, the practices they employed, the cost of inclusion, concerns that linger, the need for collaborative teamwork, benefits of inclusion, and lessons learned.

EC301441 ED348819

Title:	Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.
Article Info:	National Center on Educational Outcomes, Minneapolis, MN. Mar 1992 5p.; for full technical report, see ED347769
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC
Contract Number:	H159C00004
Available From:	National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($1)
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	POSITION PAPER (120)
Geographic Source:	US; Minnesota
Journal Announcement:	RIEJAN93

Abstract: This brief report highlights the issues, evidence, and first steps toward including students with disabilities in educational data systems. The report notes that if students with disabilities are excluded from educational data collection systems, policy makers do not have an adequate set of information from which to make policy decisions. The report lists points at which exclusion occurs, and states that an estimated 40% to 50% of school-age students with disabilities are excluded from such national data collection programs as National Assessment of Educational Progress and the National Education Longitudinal Study. The report points out that estimates of exclusion in state assessment programs are largely unavailable. Steps toward including students are listed, such as developing assessment modifications, accommodations, or alternatives; increasing inclusion of students with disabilities during instrument development; and developing more inclusive definitions of sample eligibility. (JDD)

Descriptors: Accountability; *Data Collection; *Disabilities; Elementary Secondary Education; *Eligibility; Incidence; National Programs; Policy Formation; Program Development; *Sampling; State Programs; *Student Evaluation

EC301387 ED347769

Title:	Including Students with Disabilities in National and State Data Collection Programs. Tech. Report 2
Author:	McGrew, Kevin S. and others
Article Info:	Mar 92, 32+ pp, LEVL 1
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC
Contract Number:	H159C00004
Available From:	National Center on Educational Outcomes (NCEO), Publications Office, 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($10)
Document Type:	800; 142
Geographic Source:	US; Minnesota
Journal Announcement:	RIE
Target Audience:	Policymakers; Researchers; Administrators

Abstract: This report examines the extent to which individuals with disabilities are involved in national and state data collection programs that play a pivotal role in reform efforts focusing on measurement of educational indicators. Thirty national data collection programs were identified and nine of the 30 are reviewed. The extent to which students with disabilities are included in state outcomes assessment activities was evaluated through a survey of state directors of special education. The study found that most existing national and state data collection programs exclude large portions of the student population with disabilities. Exclusion appears most prevalent in data collection programs that require students to complete surveys or tests independently. Data collection programs that use third party informants typically exclude few individuals. The use of different exclusion guidelines across data sets can cause problems in comparing results obtained from different data collection programs. The study concludes that the ability to extract useful national and state policy-relevant information on the outcomes of students with disabilities from national and state data collection programs is seriously hampered by the extensive exclusion of portions of this population. Recommendations for improvement are offered. (30 references) (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Data Collection; Program Development; National Surveys; State Surveys; Educational Change; 1Student Evaluation; Evaluation Methods; Educational Policy; 1Educational Assessment; 1Educational Quality

Title:	Inclusion in R. Martin, Special Education Law 1992 - 1993: A Year of Changes (pp. 1-46)
Author:	Martin, R.
Article Info:	1993, 47 pages
Available From:	Reed Martin Conferences, Baxley Media Group, 110 W. Main Street, Urbana, IL 61801; (217) 384-4838
Category:	Legal Interpretations
Format:	Book chapter

Abstract: In this analysis of court decisions and educational trends, the author draws a parallel between Civil Rights issues and the rights of students with disabilities to be educated in inclusive classroom settings. "We have to realize," he writes, "there is an overwhelming constitutional Civil Right of students with disabilities and that administrative convenience, the feelings of other students, and even cost are subordinate." Although judicial decisions have been inconsistent on the subject of inclusion, schools must recognize that "the future of students with disabilities, as for all citizens with disabilities, is inclusion." From a legal as well as an educational standpoint, he writes, "the inclusion imperative is here." Sections of the document address such topics as the least restrictive environment, the neighborhood school, scarce resources, architectural barriers, and related services, including assistive technology and recreation therapy.

Title:	I.N.S.T.E.P.P. Project Student Inclusion Checklist
Author:	I.N.S.T.E.P.P. Project
Article Info:	1990, 5 pages
Price:	Free
Available From:	I.N.S.T.E.P.P. Project, Institute on Disability, University of New Hampshire, Morrill Hall, Durham, NH 03824
Category:	Checklists
Format:	Checklist

Abstract: This checklist is intended to be used as a student-specific indicator of inclusion in typical school activities for students with disabilities. It can also serve as a planning guide for further actions to promote inclusion. The checklist is divided into four categories: (1) membership, (2) participation, (3) friendships, and (4) quality education.

EC301585 ED350774

Title:	Issues and Options in Restructuring Schools and Special Education Programs
Author:	McLaughlin, Margaret J.; Warren, Sandra Hopfengardner
Article Info:	Sep 92, 79+ pp, LEVL 1
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED), Washington, DC
Contract Number:	HS-90-C-0500.1
Available From:	Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($10)
Document Type:	120; 055
Geographic Source:	US; Maryland
Journal Announcement:	RIE
Target Audience:	Administrators; Policymakers

Abstract: This document examines the restructuring of local schools and how restructuring can involve students with disabilities and the special education programs that serve them. The document is designed to create awareness of the issues related to restructuring and programs for students with disabilities and puts forth options for reconsidering and restructuring special education programs. The issues and the options are summarized within five critical areas: (1) develop a clear vision and mission for education that includes all students; (2) establish a system of accountability for all educational programs; (3) create an organization that supports the mission of restructuring; (4) change what schools teach and how they teach it; and (5) create supports for staff development and staff renewal. The options for developing a clear vision include establishment of a unified system, inclusive or heterogeneous schools, or a separate program identity with a continuum of placements. Establishing a system of accountability involves the option of developing unified outcomes or differentiated outcomes. Two options for creating an organization that supports the restructuring mission include centralized administration of programs and services or school-based management of programs. Schools could change what they teach and how they teach it by offering a unified curriculum or by offering separate or alternative curricula. Staff development in a restructured workplace is recommended to support staff renewal. Each policy option is accompanied by specific policy strategies, examples, and implications for adoption. (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1School Restructuring; Special Education; 1Change Strategies; Role of Education; 1Institutional Mission; Accountability; Educational Change; Teaching Methods; Curriculum; Staff Development; Educational Philosophy; 1Educational Policy; Organizational Development

Title:	Levy Middle School: Learning and Growing Together: How Students with Special Needs are Becoming a Part of the School
Author:	Inclusive Education Project; Syracuse University
Article Info:	1990, 21 pages
Price:	$2.75
Available From:	Luanna H. Meyer, ATTN: Special Projects Materials, Special Education Programs, 805 S. Crouse Avenue, Syracuse University, Syracuse, NY 13244-2280
Category:	Strategies/Implementation
Format:	Document

Abstract: The staff of Levy Middle School discusses their strategies to honor diversity and build a more inclusive school atmosphere. The document includes the school's mission statement, a profile describing the diversity of the student population, scheduling, teaching approaches and collaborative efforts, peer relationships, and extracurricular activities.

EC302772 ED No. Not Yet Available

Title:	National Goals, National Standards, National Test: Concerns for All (Not Virtually All) Students with Disabilities? Synthesis Report 11
Author:	Ysseldyke, James E. and others
Article Info:	Nov 93, 10 pp, LEVL 1
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC
Contract Number:	H159C00004
Available From:	University of Minnesota, National Center on Educational Outcomes, 350 Elliot Hall, 75 E. River Rd., Minneapolis, MN 55455 ($3)
Geographic Source:	US; Minnesota
Journal Announcement:	RIE

Abstract: This paper provides an analysis of inclusion as it relates to national goals, national standards, and national tests for students with disabilities. Concerning the six national education goals specified in GOALS 2000, the paper finds that the primary data collection programs used to document progress toward the goals exclude 40 to 50 percent of students with disabilities. Concerning national standards, the paper points out that experts in math believe that established standards are somewhat appropriate for students with disabilities but not feasible for implementation with most students with disabilities. Concerning state and national testing, the paper reports that most states use large scale assessments and do not include students with disabilities, and when students with disabilities are included, their data often are not reported. In each area, the paper describes efforts being made to address concerns and additional actions that can be taken to improve services.

EC606643 EJ468751

Title:	On the Nature and Change of an Inclusive Elementary School
Author:	Salisbury, Christine L. and others
Article Info:	Journal of the Association for Persons with Severe Handicaps; v18 n2 p75-84 Sum 1993
Available From:	UMI
Document Type:	080; 141
Journal Announcement:	CIJE
Target Audience:	Practitioners; Administrators; Policymakers

Abstract: Qualitative research methods were used to examine practices at an elementary school providing inclusive schooling for students with and without disabilities. Findings indicated that systems change occurred slowly, intentionally, and with a collaborative process of decision making which stressed development of policies, conditions, and supports that were good for all students. (DB)

Descriptors: 2Disabilities; 1Mainstreaming; 1Social Integration; 1Educational Change; Demonstration Programs; Elementary Education; 1Change Strategies; Qualitative Research; Educational Environment

Title:	Opening Doors: Strategies for Including all Students in Regular Education
Author:	Schaffner, C. B. & Buswell, B. E.
Article Info:	1991, 54 pages
Price:	$10
Available From:	PEAK Parent Center, Inc., 6055 Lehman, Colorado Springs, CO 80918; (719) 531-9400
Category:	Strategies/Implementation
Format:	Document

Abstract: This book describes strategies that educators, therapists, principals, families, and students have used to include students with disabilities in regular education classrooms. "No easy answers or quick fixes are possible," the authors warn. "Providing supports to enable students with challenges to receive a quality education is a creative, challenging process that evolves, changes and grows," they write. Topics covered in the book include team collaboration; building relationships and friendships; curriculum adaptation; focusing on student strengths; alternative teaching strategies; support systems; challenging behaviors, including serious emotional disturbance; and planning.

EC302673 ED No. Not Yet Available

Title:	Policy Implications of Emergent Full Inclusion Models for the Education of Students with Severe Disabilities
Author:	Sailor, Wayne and others
Article Info:	1990, 65 pp, LEVL 1; for the Final Report, Years 1987-1992, see EC301898
Rep:	San Francisco State Univ., CA; California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED/OSERS), Washington, DC
Contract Number:	G0087C3037
Document Type:	120
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Policymakers

Abstract: This monograph examines the term "full inclusion" as it pertains to students with severe disabilities; reviews the historical, legal, and policy bases for various models and systems; and considers the implications for policy change of various aspects of full inclusion models. An introductory section identifies key principles of most full inclusion models, including: (1) "home school" placement, (2) natural proportion of disability at the school site, (3) zero- rejection/heterogeneous grouping, (4) age-appropriate and grade-appropriate classroom placements, (5) strong site-based coordination and management, and (6) use of cooperative learning and peer instructional models in the regular education system. The second section looks at the legal and policy basis for full inclusion models and considers such issues as educational goals for students with severe disabilities, extension of the inclusion principle to placement, the consequences of educational isolation, and the meaning of adult status. The third section discusses policy implications of each of the key principles of full inclusion models. The paper concludes that the leading edge of special education policy and programmatic reform for students with severe disabilities involves "full inclusion" models of school organization and the return of categorical programs to the regular school and classroom. A convergence of trends in both special and general education reform movements is seen. (80 references) (DB)

Descriptors: 2Severe Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Normalization (Handicapped); 1Educational Policy; Social Integration; Access to Education; 1Student Placement; Models; Legal Responsibility; 1Educational Change; Trend Analysis; School Restructuring; Regular and Special Education Relationship; Teaching Methods; Cooperative Learning; Peer Teaching

Identifiers: 1Inclusive Schools

Title:	Promoting Inclusion for all Students with Disabilities
Author:	Boundy, K.
Article Info:	1992, 17 pages
Available From:	Center for Law and Education, 955 Massachusetts Ave., Cambridge, MA 02139; (617) 876-6611
Category:	Legal Interpretations
Format:	Document

Abstract: Drawing upon federal statutory provisions and court decisions, the author discusses barriers to full inclusion experienced by students with disabilities during the past 15 years. She then lists some key questions for challenging exclusion and the denial of full inclusion to students with disabilities and presents strategies or remedies to address the key problems of less than full inclusion. The legal bases for maximum appropriate integration/least restrictive environment/full inclusion are explained and recent court decisions that indicate a movement toward full inclusion are reviewed.

EC301184 ED345423

Title:	Quality Child Care for All: A Guide to Integration
Author:	Panitch, Melanie
Rep:	ISBN-1-895070-06-6; G. Allen Roeher Inst., Toronto (Ontario); 1992 89p
Sponsoring Agency:	Department of National Health and Welfare, Ottawa (Ontario); Social Service Programs Branch
Available From:	Kinsman Building, York University, 4700 Keele St., North York, Ontario M3J 1P3 Canada ($12)
EDRS Price:	MF01 plus postage; PC not available from EDRS
Language:	English
Document Type:	NONCLASSROOM MATERIAL (055)
Geographic Source:	Canada; Ontario
Journal Announcement:	RIEOCT92
Target Audience:	Parents; Practitioners; Administrators

Abstract: This manual is intended to facilitate the integration of children with mental handicaps into child care centers in Canada and elsewhere. The first chapter looks at the background of integration in early childhood child care programs in Canada and identifies concerns of parents. The second chapter explores the practice of labeling children with disabilities including both positive and negative consequences. Stressed in the third chapter is the need for careful planning and collaboration to ensure the inclusion of all children. The specific roles of administrators, staff, and parents as well as the importance of teamwork are examined next. The fifth chapter, on program development and implementation, discusses the individualized planning process, use of resources, and transitional periods. The last chapter offers eight hypothetical situations presenting dilemmas for problem solving and role playing. Appendices include: a glossary, guidelines for parents choosing a group setting, an inventory of children's needs, and a checklist of program mainstreaming characteristics. Also included are listings of national day care organizations, federal government child care offices, provincial and territorial government day care offices, and a bibliography of 130 items. (DB)

Descriptors: Administrator Role; *Day Care; *Disabilities; Early Childhood Education; Foreign Countries; Individualized Programs; Labeling (of Persons); *Mainstreaming; Parent Role; Parent School Relationship; Program Development; *Social Integration; Teacher Role; Teamwork

Identifiers: Canada

EC900617

Title:	Restructuring for Caring and Effective Education: An Administrative Guide to Creating Heterogeneous Schools
Author:	Villa, Richard, A. and others
Article Info:	1992, 362 pp
Rep:	ISBN-1-55766-091-3
Available From:	Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624 ($29)
Document Type:	020; 010

Abstract: This collection offers advice on restructuring education to create heterogeneous schools, with the goal of creating happy, comfortable, and successful learning environments for the children who learn and adults who teach them. Section I, "A Rationale for Restructuring and the Change Process," includes: "On Swamps, Bogs, Alligators, and Special Educational Reform" (Block and Haring); "The Need To Belong: Rediscovering Maslow's Hierarchy of Needs" (Kunc); "Creating Caring School and Classroom Communities for All Students" (Solomon and others); "The Quality School" (Glasser); "Collaborative Teams: A Powerful Tool in School Restructuring" (Thousand and Villa); and "Restructuring Public School Systems: Strategies for Organizational Change and Progress" (Villa and Thousand). Section II, titled "Heterogeneous Schooling at Work," includes: "The Franklin Northwest Supervisory Union: A Case Study of an Inclusive School System" (Schattman); "Full Inclusion at Helen Hansen Elementary School: It Happened Because We Value All Children" (Jackson); "Saline Area Schools and Inclusive Community Concepts [Collaborative Organization of Networks: Community Educators, Parents, the Workplace and Students]" (Kaskinen-Chapman); "New Brunswick School Districts 28 and 29: Mandates and Strategies That Promote Inclusive Schooling" (Porter and Collicott); "The Waterloo Region Catholic School System" (Flynn and Innes); and "The Winooski School System: An Evolutionary Perspective of a School Restructuring for Diversity" (Cross and Villa). Part III, "Supports for Heterogeneous Schooling," provides: "State Departments of Education: Instruments of Policy, Instruments of Change" (Mills and Hull); "Preparing Leaders for Inclusive Schools" (Servatius and others); and "Building Community Support for Restructuring" (Wessels). The final section, "Final Thoughts about Heterogeneous Schooling," contains "Concerns about Full Inclusion: An Ethnographic Investigation" (Stainback and others); "Beyond the Least Restrictive Environment" (Witkin and Fox); "Inclusive Thinking about Inclusive Schools" (Sapon-Shevin); and "Learning from Children in Blended Families (Sapon-Shevin). (JDD)

Descriptors: Disabilities; Elementary Secondary Education; 1Educational Change; 1Change Strategies; 1Regular and Special Education Relationship; Mainstreaming; 1Heterogeneous Grouping; 1School Restructuring; School Effectiveness; Teamwork; Educational Cooperation; Educational Quality; 1Educational Philosophy; Educational Policy; Case Studies

EC601211

Title:	Technology, Public Policy, and the School Integration of Children Who Are Technology-Assisted
Article Info:	Children's Health Care; v20 n2 p68-74 Spr 1991
Available From:	UMI
Document Type:	080; 120

Abstract: This paper reviews educational and Medicaid policy regarding school health care services and recent litigation over payment for these services, in order to highlight the current conflict and debate over who should pay for these services for children who are technology-assisted. It is concluded that the full integration and inclusion of technology-assisted children in schools will necessitate increased cooperation between education and health-care systems in terms of payment, service delivery, and public policy. (Author/JDD)

Descriptors: 2Special Health Problems; Technology; 1Public Policy; 1Mainstreaming; Elementary Secondary Education; 1School Health Services; Educational Policy; Court Litigation; Delivery Systems; Financial Support; Cooperative Planning; 1Educational Responsibility

Identifiers: Medicaid; 1Technologically Dependent

EA524012 EJ400582

Title:	The Impact Educational Facilities Have on the Integration of Handicapped Students
Author:	Sokol, Gerry R.
Article Info:	Educational Facility Planner, v27 n4 p9-11 Jul-Aug 1989; single copies available from CEFPI Executive Headquarters, 941 Chatham Lane, Suite 217, Columbus, OH 43221 ($5)
Language:	English
Document Type:	JOURNAL ARTICLE (080); NONCLASSROOM MATERIAL (055); REVIEW LITERATURE (070)
Journal Announcement:	CIJEMAY90
Target Audience:	Administrators; Practitioners

Abstract: Examines the design of the classroom, its location within the regular school building, and the furnishings within the special education classroom, to determine their effects on improving the integration of the handicapped population. (12 references) (MLF)

Descriptors: *Classroom Furniture; Elementary Secondary Education; *Facility Guidelines; *Facility Requirements; *Mainstreaming; Needs Assessment; *Severe Disabilities; *Special Education

EC302204 ED358641

Title:	The Principal as the Special Education Instructional Leader; revised
Author:	Burrello, Leonard C. and others
Article Info:	Mar 92, 57+p, LEVL 1; in Burello, Leonard C.; and others. Instructor's Packet; see EC302203
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED), Washington, DC
Contract Number:	C008730038-88
Available From:	CASE Research Committee, Indiana University, School of Education, Smith Research Center-100A, 2805 East 10th St., Bloomington, IN 47405 (Order No. PRL-4, $15).
Document Type:	070; 055
Geographic Source:	US; Indiana
Journal Announcement:	RIE
Target Audience:	Administrators

Abstract: This paper focuses on the instructional leadership role behavior of school principals in relation to the management of special education programs. A framework is presented of the principal's role in seven broad areas of instructional management: community, beliefs and experience, institutional context, principal's routine behaviors, instructional climate, instructional organization, and student outcomes. Results of case studies of five principals are examined, to build "conceptual maps" of their leadership behavior. The case studies result in conclusions concerning influences on principals' behavior toward students with disabilities, the principal's role in inclusion of special education students, principals as reactive rather than proactive in service delivery, principals' reliance on central office special education staff, and the impact of contextual factors surrounding the school. (75 references) (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; Leadership; 1Principals; 1Administrator Role; 1Instructional Leadership; 1School Administration; School Restructuring; Program Implementation; Case Studies; Special Education; Mainstreaming; Educational Environment

Title:	Together Each Achieves More: Steps Toward Inclusive Education for Students with Special Needs at Lincoln Middle School
Author:	Inclusive Education Project; Syracuse University
Article Info:	1990, 29 pages
Price:	$2.75
Available From:	Luanna H. Meyer, ATTN: Special Projects Materials, Special Education Programs, 805 S. Crouse Avenue, Syracuse University, Syracuse, NY 13244-2280
Category:	Strategies/Implementation
Format:	Document

Abstract: This document provides a working plan for examining different features of a school's structure—staff organization, schedule of staff and students, and instructional practices—and determining how students with special needs, and their teachers, can be fully included in that structure. Each section includes a vision statement which reflects how certain aspects of the school might eventually reflect fully inclusive practices as well as a list of steps of varying sizes needed for implementation. An action plan form is included in the appendix.

Title:	Working in Harmony
Author:	Mark Twain Elementary School Staff
Article Info:	1992, 8 pages
Price:	Nominal charge
Available From:	Mark Twain Elementary School, Federal Way School District, 24550 S. Starlake Road, Federal Way, WA 98003; (206) 941-0100
Category:	Strategies/Implementation
Format:	Document

Abstract: This overview of the Mark Twain Inclusive School Model offers an outline of key components in the inclusive model adopted by this school to include all students in kindergarten through third grade previously served in special programs: gifted, Chapter 1, transitional bilingual, and special education. The document includes a vision of the principal, core team selection, key features of the program, benefits of inclusion, staff involvement, curriculum implementation, support systems, and evaluation.

F. Instructional and Curriculum Strategies

EC606065

Title:	Administrator Effectiveness in Support of Inclusive Schools
Author:	Rude, Harvey A.; Anderson, Ruth E.
Article Info:	Case in Point; v7 n1 p31-37 Fall-Win 92
Document Type:	080; 143
Target Audience:	Administrators

Abstract: This study used qualitative inquiry techniques to explore administrative strategies, particularly at the building principal level, to assist in the successful inclusion of students with special needs into regular classroom environments in Boulder, Colorado. Particular administrator personality characteristics as well as such strategies as an inclusion task force and teacher incentives were identified. (Author/DB)

Descriptors: 2Special Needs Students; 1Mainstreaming; 1Social Integration; Elementary Secondary Education; Principals; 1Administrator Role; Attitude Change; 1Change Strategies; Qualitative Research; Personality Traits

Identifiers: 1Colorado (Boulder)

EC301707

Title:	Choosing Options and Accommodations for Children: A Guide to Planning Inclusive Education
Author:	Giangreco, Michael F. and others
Article Info:	1993, 189p
Rep:	ISBN-1-55766-106-5
Available From:	Paul H. Brookes, PO Box 10624, Baltimore, MD 21285-0624 ($29)
Document Type:	055
Geographic Source:	US; Vermont
Target Audience:	Teachers

Abstract: This guidebook to developing programs which include children with disabilities in general education classrooms offers a step-by-step process, specific instructions, scheduling helps, and master forms. An introduction (Section I) describes the COACH (Choosing Options and Accommodations for Children) approach identifying such assumptions as the family as the cornerstone of relevant and longitudinal educational planning and the importance of collaborative teamwork. The COACH process is described in Section II including its relationship to Individualized Education Program development, appropriate students, time factors, the COACH facilitator role, and program evaluation. Section III provides detailed directions for using COACH including directions for completing the family prioritization interview, for defining the educational program components, and addressing the educational program components in inclusive settings. Five extensive appendices include the following: the scoring key and Valued Life Outcomes form, blank COACH forms, a self-monitoring and peer coaching guide, and complete examples of COACH forms for a kindergarten student with dual sensory impairments and a secondary student with a cognitive impairment. (82 references) (DB)

Descriptors: 2Disabilities; Special Needs Students; Elementary Secondary Education; 1Individualized Education Programs; 1Program Development; 1Student Evaluation; 1Family School Relationship; Parent Student Relationship; Program Evaluation; Long Range Planning; Student Educational Objectives; 1Mainstreaming; Records (Forms); Teamwork; Regular and Special Education Relationship

EC232626 ED326022

Title:	COACH (Cayuga-Onondaga Assessment for Children with Handicaps)
Author:	Giangreco, Michael F. and others
Article Info:	1990, 77+ pp, LEVL 2
Rep:	INST Vermont Univ., Burlington. Center for Developmental Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED), Washington, DC
Contract Number:	H086H80017
Available From:	Available from National Clearing House of Rehabilitation Training Materials, 816 West 6th St., Oklahoma State University, Stillwater, OK 74078 ($5.50 plus postage and handling)
Document Type:	160
Geographic Source:	US; Vermont
Target Audience:	Researchers

Abstract: The Cayuga-Onondaga Assessment for Children with Handicaps (C.O.A.C.H.) is an assessment and planning tool designed to assist in the development of relevant educational programs delivered in integrated settings. The tool provides methods to determine a student's top learning priorities from a family-focused perspective, translate priorities into goals, determine the breadth of curriculum beyond the top priorities, identify management needs related to instruction, develop short-term objectives, and develop a plan for meeting learning and management needs within general education schedules and routines. The tool is predicated upon family members and professionals working together as a team. The tool includes functional curricular content designed to extend or supplement general education curriculum. The model conceptualizes functional activities and skills as belonging to one of three general categories: cross-environmental activities, environment-specific activities, and sensory learning skills. This manual for the sixth version of C.O.A.C.H. describes assumptions upon which the tool is based, provides background information and general directions for administering the assessment, offers samples of completed forms, and provides a blank form. The manual discusses steps for developing objectives, creating integrated lesson plans, and scheduling to provide mainstream opportunities for students. (45 references) (JDD)

Descriptors: 2Developmental Disabilities; Elementary Secondary Education; Preschool Education; 1Student Evaluation; 1Evaluation Methods; 1Educational Planning; Mainstreaming; Program Development; 1Student Educational Objectives; Curriculum Development; Student Needs; 1Needs Assessment; Lesson Plans; Scheduling

Identifiers: Cayuga Onondaga Assessment for Children with Handicaps

EC212155

Title:	Community Recreation and Persons with Disabilities: Strategies for Integration
Author:	Schleien, Stuart J.; Ray, M. Tipton
Article Info:	1988 277p
Rep:	ISBN-0-933716-95-8
Available From:	Available from Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624 ($25.95)
Document Type:	055; 010
Target Audience:	Practitioners

Abstract: A practical guide to the inclusion of children and adults with disabilities in community leisure activities focuses on the integration of existing services. The first chapter establishes the rationale for provision of community leisure services and the inclusion of individuals with disabilities in them. Chapter 2 presents a program planning process that systematically produces guidelines for planning integrated community leisure services. Chapter 3 presents a planning and implementation model that defines the roles and responsibilities of professionals, care providers, and other key individuals and emphasizes the need for collaboration among them. A systematic approach to studying environments and overcoming participation obstacles is outlined in chapter 4. Teaching procedures, instructional arrangements, and special considerations proven effective in the provision of integrated community leisure services are addressed in chapter 5. Chapter 6 contains information on and forms for program evaluation. Chapter 7 contains the results of two surveys concerning obstacles to physically and socially integrated programs. The final chapter describes six exemplary programs. Appended materials include related charts, forms, and extensive references. (MSE)

Descriptors: 2Disabilities; 1Community Recreation Programs; 1Social Integration; 1Program Development; 1Program Implementation; 1Accessibility (for Disabled); Teaching Methods; Community Services; Instructional Development; Program Evaluation; Case Studies; Surveys; Records (Forms); Demonstration Programs

EC607356

Title:	Co-Teaching To Improve Social Skills
Author:	Warger, Cynthia L.; Rutherford, Robert B., Jr.
Article Info:	Preventing School Failure; v37 n4 p21-27 Sum 1993
Available From:	UMI
Document Type:	080; 141
Journal Announcement:	CIJE

Abstract: An approach to collaboration in social skills instruction for students with disabilities or other special needs is described. The Teaching Social Skills Program involves a four-step evaluation process, with various interventions for students who either cannot or will not demonstrate prosocial behaviors. Teacher training in collaboration skills and provision of adequate planning time are urged. (DB)

Descriptors: 2Disabilities; Special Needs Students; Elementary Secondary Education; 1Interpersonal Competence; 1Intervention; 1Student Evaluation; Team Teaching; Regular and Special Education Relationship; Mainstreaming; Instructional Development; Evaluation Methods; Staff Development; Cooperative Planning; 1Teaching Methods

Identifiers: 1Teacher Collaboration

Title:	Creating a Learning Community at Fowler High School
Author:	Inclusive Education Project: Syracuse University
Article Info:	1993, 49 pages
Price:	$5
Available From:	Luanna H. Meyer, ATTN: Special Projects Materials, Special Education Programs, 805 S. Crouse Avenue, Syracuse University, Syracuse, NY 13244-2280
Category:	Strategies/Implementation
Format:	

Abstract: Drawing heavily from student ideas and responses to questions about best practices, this booklet offers suggestions for modifying instruction, assignments, and evaluations to accommodate differences; suggestions for helping students be successful and build social relationships with other students; ideas for sharing information about students with each other, and strategies which can be used to build a sense of community in the classroom.

EC300688 ED337946

Title:	Critical Step in Curriculum Reform: Regular Education Materials and Special Needs Students
Author:	Guerin, Gilbert R.
Article Info:	1991, 34+ pp, LEVL 2
Sponsoring Agency:	California State Univ., Sacramento; California State Dept. of Education, Sacramento; Program Development Unit
Contract Number:	906G020
Available From:	Resources in Special Education, 650 Howe Ave., Suite 300, Sacramento, CA 95825
Document Type:	120; 055
Geographic Source:	US; California
Target Audience:	Practitioners; Administrators

Abstract: This monograph examines the need for appropriate curriculum materials to meet the needs of special education students within the structure of both regular education and special education classes and within the context of current education reform efforts. After an introduction and a section identifying curriculum needs, a section presents general considerations concerning: regular class instruction, core curriculum, special curriculum, the learning disability profile, attitudes and expectations, remediation, and teacher tasks. Curriculum considerations are discussed next. These include access to information, increasing comprehension, complexity of information, teaching and learning strategies, assessment and evaluation strategies, and framework/adoption decisions. Recommendations for material development include the following: all written curriculum materials should be recorded on audio tape; materials should provide for different levels of complexity and for altered representations; materials should provide for concrete student experiences; appropriate teaching strategies should be discussed in teacher manuals and specific learning strategies in student manuals; student assessment should be curriculum-based, frequent, content and process focused, varied, and interactive; and state framework and adoption committees should include representation from special education. A model curriculum continuum for special education students and sample assessment procedures are appended. (85 references) (DB)

Descriptors: 2Disabilities; 1Regular and Special Education Relationship; 1Instructional Materials; Elementary Secondary Education; Mainstreaming; 1Curriculum Development; Remedial Instruction; 1Material Development; Needs Assessment; Student Evaluation; 1Media Adaptation

EC180809 EJ325325

Title:	Implications of Social and Cultural Differences for Special Education with Specific Recommendations
Author:	Brantlinger, Ellen A.; Guskin, Samuel L.
Article Info:	Focus on Exceptional Children, v18 n1 p1-12 Sep 1985
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); NONCLASSROOM MATERIAL (055)
Journal Announcement:	CIJEFEB86
Target Audience:	Practitioners

Abstract: Asserting that inclusion of diverse children in schools is desirable, the article presents recommendations for instruction of heterogeneous groups. Suggestions center around such topics as class size, individualized instruction, multidimensional classrooms, student self-management, opportunities to respond and learn, a positive and accepting climate, acceptance of the child's language, and handicap awareness. (CL)

Descriptors: *Cultural Differences; *Differences; *Disabilities; Elementary Secondary Education; Grouping (Instructional Purposes); *Individual Differences; Institutional Characteristics; *Mainstreaming; Peer Acceptance

EC300326 ED332463

Title:	Inclusive Education for Learners with Severe Disabilities; Print and Media Resources
Author:	Vandercook, Terri, Comp.; and others
Article Info:	Nov 90, 49+p, LEVL 1; guide is updated annually
Rep:	U of Minnesota, Minneapolis; Inst. on Community Integration
Sponsoring Agency:	Department of Education, Washington, DC; Minnesota State Dept. of Education, St. Paul; Dept. of Education, Washington, DC
Contract Number:	G-086D00014; G-496125-11924
EDRS Price:	MF01/PC03 plus postage
Language:	English
Document Type:	DIRECTORY (132) & 131
Geographic Source:	US; Minnesota
Journal Announcement:	RIEOCT91

Abstract: This resource guide was compiled to provide information about including learners with severe disabilities in general education classes and school community life. The guide includes resources about successful inclusive education models and strategies, as well as materials that provide a sound rationale and empirical support for inclusion. The resources are listed alphabetically within 10 categories: journals; journal articles; books and book chapters; newsletters; newsletter issues and articles; audiotapes; videotapes; organizations; and publications of the Institute on Community Integration of the University of Minnesota. (JDD)

Descriptors: Classroom Techniques; Delivery Systems; Elementary Secondary Education; Mainstreaming; Models; Normalization (Handicapped); Resources; *Severe Disabilities; *Social Integration; Teaching Methods

EC604808

Title:	Inclusive Practices Transform Special Education in the 1990s
Author:	Schattman, Richard; Benay, Jeff
Article Info:	School Administrator; v2 p8-12 Feb 1992
Document Type:	080; 120
Target Audience:	Administrators

Abstract: This article briefly reviews the history of special education reform, discusses ideas related to best practice, and illustrates a number of organizational characteristics typical of schools using exemplary special education models. These characteristics include: thoughtful consideration of the relationship between inclusion and the broader issues of school reform; the use of teaming approaches for problem solving and program implementation; and changes in the roles of professionals and parents. (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Special Education; 1Educational Practices; 1Educational Change; 1Mainstreaming; Educational History; Regular and Special Education Relationship; Teacher Role; Parent Role; Administrator Role; Teamwork; Institutional Characteristics

EC302197 ED358634

Title:	Integration/Inclusion Needs Assessment. Revised Edition
Author:	Halvorsen, Ann T. and others
Article Info:	1992, 36 pp, LEVL 1; in Campbell, Patrick; and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools); Final Report; see EC302196
Document Type:	160
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Administrators

Abstract: This needs assessment instrument was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to integrate students with severe disabilities who were previously at special centers into services at regular school sites and students who were in special classes in regular schools into general education. Part I of the needs assessment is for use with local education agencies (LEAs) that have developed a written plan for integration/inclusion transitions. It is intended to help evaluate plan components in the following areas: least restrictive environment policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions of integration and/or inclusion, and facilitation of peer interactions. Part 2 is designed to assist in identifying: the history and goals of the LEA in regard to attitudes toward integration and inclusion; existing resources to support transitions; space concerns within accessible schools; personnel role changes; site preparation needs; and parent reactions to the integration/inclusion plan. Part 3 is intended for on-site review and covers environmental considerations, school climate, special education teacher integration, general education classroom environment, student integration, and the curricular and instructional model. (DB)

Descriptors: 2Disabilities; 2Severe Disabilities; Elementary Secondary Education; 1Needs Assessment; 1Program Evaluation; 1Mainstreaming; Social Integration; Compliance (Legal); State Standards; School Districts; Attitudes; Program Development; Educational Planning

Identifiers: California

EC607333

Title:	Restructuring Special Education Services
Author:	Evans, Donnie W. and others
Article Info:	Teacher Education and Special Education; v16 n2 p137-45 Spr 1993
Available From:	UMI
Document Type:	080; 141
Journal Announcement:	CIJE

Abstract: This paper describes Florida Uniting Students with Exceptionalities, a public school/university collaboration to implement inclusion strategies for meeting needs of students with mild disabilities in a district engaged in general education restructuring. The paper reviews the philosophical, political, policy, and logistical challenges encountered; strategies for overcoming these challenges; and research methods for collecting evaluative data. (Author/JDD)

Descriptors: 2Mild Disabilities; Elementary Secondary Education; 1Mainstreaming; 1School Restructuring; 1Regular and Special Education Relationship; 1College School Cooperation; Higher Education; Political Influences; Educational Philosophy; Educational Policy; Data Collection; Program Evaluation; Special Education

Identifiers: Florida

EC302119 ED357574

Title:	Segregated and Second Rate: "Special" Education in New York
Author:	Autin, Diana MTK and others
Article Info:	Nov 92, 129+p, LEVL 1
Rep:	Advocates for Children of NY, Inc., Long Island City
Sponsoring Agency:	Morgan Guaranty Trust Co., NY
Document Type:	120
Geographic Source:	US; New York
Journal Announcement:	RIE
Target Audience:	Policymakers

Abstract: This report claims that the special education system in the New York City public schools is by nature segregated and second rate. It offers recommendations for achieving a more inclusive, effective education for all children. Data are presented to support the charge that special education students are educated in restrictive and racially segregated environments. Administrative barriers to the inclusion of disabled children in general education classes are also identified. A section on the benefits of inclusion reviews the research and literature supporting this stand. A variety of models of inclusive education are described, including the Adaptive Learning Environments Model, the Integrated Classroom Model, consultant teaching, team teaching, cooperative learning, peer tutoring, and parent involvement. Twenty-four major recommendations are offered which would require a radical change in the current special education system. Recommendations include broadening the definition of children capable of being educated in general classrooms, improving the quality of classroom teaching, increasing the availability and quality of related services and instructional materials, and expanding the continuum of special education services. Appendices include: a discussion of federal and state law requirements addressing the least restrictive environment, evaluation and assessment, and research and program improvement; excerpts from relevant federal laws and regulations; and excerpts from relevant state law and regulations. (DB)

Descriptors: 2Disabilities; 1Special Education; School Districts; Elementary Secondary Education; 1Mainstreaming; Racial Segregation; 1Equal Education; Access to Education; Intervention; 1Educational Methods; Models; Eligibility; Instructional Improvement; Pupil Personnel Services; Instructional Materials; Federal Legislation; State Legislation; Compliance (Legal)

Identifiers: 1New York (New York)

PS519247 EJ443454

Title:	Social Mainstreaming of Mildly Handicapped Students
Author:	Cullinan, Douglas; and others
Article Info:	Elementary School Journal, v92 n3 p339-52 Jan 1992 Special Issue: Integrating Learners with Disabilities
Rep:	ISSN: 0013-5984
Available From:	UMI
EDRS Price:	English
Document Type:	JOURNAL ARTICLE (080); POSITION PAPER (120); TEACHING GUIDE (052)
Journal Announcement:	CIJEAUG92

Abstract: Describes ways in which regular elementary classroom teachers can teach social skills and address classroom relationships to facilitate social integration of mildly handicapped students into the mainstream. Recommends a directive instructions method for correcting students' social skills problems. Notes steps teachers can take to increase the chances of positive relationships that support social mainstreaming. (GLR)

Descriptors: Behavior Disorders; Elementary Education; *Elementary School Students; Elementary School Teachers; Friendship; Group Activities; Interpersonal Competence; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Mild Mental Retardation; Peer Acceptance; *Peer Relationship; *Regular and Special Education Relationship; *Social Integration; Social Problems; Special Education; Teacher Student Relationship

Identifiers: *Direct Instruction

EC232648 ED326033

Title:	Social Skills Instruction in the Mainstreamed Preschool Classroom
Author:	Gemma, Anna
Article Info:	1989, 51+p, LEVL 1
EDRS Price:	MF01/PC03 plus postage
Language:	English
Document Type:	REVIEW LITERATURE (070)
Geographic Source:	US; New York
Journal Announcement:	RIEAPR91

Abstract: This literature review considers research dealing with social skills instruction for handicapped preschool children in a mainstreamed or integrated setting. It offers a literature-based rationale for preschool mainstreaming, notes the fundamental objectives of preschool mainstreaming that relate to the process of socialization, and addresses the need for organization and structure in program design. Specific components necessary to enhance the social behavior and social skills development of handicapped preschool children are outlined, calling for a daily schedule which emphasizes direct social skills instruction and careful organization of environmental variables. The review also considers: (1) types of activities most conducive to positive social interactions between handicapped and nonhandicapped youngsters; (2) efficacy of activities with nonhandicapped children in preparation for the arrival of a handicapped child; (3) physical arrangement of the classroom; (4) grouping of children; (5) teacher influence; (6) use of teacher-mediated intervention; (7) peer-mediated intervention; and (8) research needs in this area. (49 references) (JDD)

Descriptors: Class Organization; *Disabilities; Interaction; *Interpersonal Competence; Mainstreaming; Peer Influence; Peer Relationship; Preschool Education; Program Design; Research Needs; *Skill Development; Social Behavior; *Social Development; Social Integration; Student Behavior; Teacher Influence; *Teaching Methods

Title:	Strategies for Full Inclusion
Author:	York, J., Vandercook, T., MacDonald, C. & Wolff, S.
Article Info:	1989, 122 pages
Price:	$15
Available From:	University of Minnesota: Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455; (612) 624-4512
Category:	Strategies/Implementation
Format:	Document

Abstract: Based upon the efforts and experiences of educators working in inclusive school environments in Minnesota, this document is a compilation of seven papers which present practical strategies for designing and implementing inclusive education programs for middle and secondary high school students. Issues covered by these papers include general principles for change related to inclusion and specific building-based change strategies; teamwork strategies for inclusive classrooms; use of the McGill Action Planning System (MAPS) to develop a vision of inclusive education, including the role classmates can play during the planning process; using the IEP process to build an inclusive educational program; assessment, selection of objectives, and development of instructional programs for students with severe disabilities included in regular classrooms; potential value of inclusionary education beyond socialization benefits; and a discussion of the advantages and disadvantages of the use of integration facilitators in regular classrooms.

EC230388

Title:	Students with Severe Disabilities: Current Perspectives and Practices
Author:	Brimer, Richard W.
Article Info:	1990 422p
Rep:	ISBN-0-87484-783-4
Available From:	Mayfield Publishing Co., 1240 Villa St., Mountain View, CA 94041-9923 ($31.95).
Document Type:	010; 055; 070
Target Audience:	Practitioners

Abstract: The text presents theory, research, and state-of-the art practices concerned with the education of students with severe handicaps. A variety of perspectives--normalization, integration, personal, familial, and educational--are stressed throughout. The first chapter reviews the historical treatment of persons with disabilities, analyzes definitions of such persons, and proposes a new working definition. Part One examines the categories of severe disability with chapters on: students with severe and profound mental retardation, with severe and profound physical disabilities, and with multiple disabilities especially those with both visual and hearing impairments. Each chapter concludes with a case study. Part Two analyzes behavioral concerns of students with severe disabilities including school and community integration, communication skills, social-personal traits, generalization and maintenance problems, and vocational and employment concerns. Part Three considers persons with severe disabilities from a life cycle perspective. Chapters are concerned with: effect of the child on the family unit and effects of the family on the child; nontraditional preschool programs, curricular and instructional modifications of regular school programs, and adult and community programs. Part Four looks at future developments in a chapter describing the present and future impact of advocates in providing services for this population and another chapter examining changing perspectives and possible future trends in service delivery. (DB)

Descriptors: 2Severe Disabilities; 2Severe Mental Retardation; 2MultipleDisabilities; Theories; 1Educational Practices; Definitions; Educational History; Deaf Blind; 1Normalization (Handicapped); Social Integration; Mainstreaming; Communication Skills; Interpersonal Competence; Generalization; Maintenance; Vocational Education; Family Role; Preschool Education; Elementary Secondary Education; Adult Education; 1Delivery Systems

EA526394 EJ439319

Title:	Surmounting the Disability of Isolation
Author:	Blackman, Howard P.
Article Info:	School Administrator, v49 n2 p28-29 Feb 1992
Rep:	ISSN: 0036-6439
Language:	English
Document Type:	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement:	CIJEJUN92

Abstract: Although children with moderate to significant disabilities participate in regular education, they often attend a school outside their own neighborhood, thereby limiting the effects of mainstreaming. The La Grange Area (Illinois) Department of Special Education has experimented with various learning strategies to facilitate inclusion and imparts valuable advice concerning implementation and administrative commitment. (MLH)

Descriptors: *Disabilities; Elementary Secondary Education; Friendship; Learning Strategies; *Mainstreaming; *Neighborhood Schools; *Peer Relationship; *Social Integration; Special Education

Identifiers: *Illinois (DuPage County); *Isolation Effect

SO520415 EJ404475

Title:	Using Cooperative Learning to Facilitate Mainstreaming in the Social Studies
Author:	Margolis, Howard; and others
Article Info:	Social Education, v54 n2 p111-14 Feb 1990
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement:	CIJEJUL90
Target Audience:	Teachers; Practitioners

Abstract: Reviews cooperative learning theory, listing areas of improvement for both disabled and regular students. Explains how cooperative learning can be used to help mainstream students into social studies classes and gives guidelines for implementation. Points out that success depends on teachers' planning, implementation, and correct evaluation. (GG)

Descriptors: Classroom Observation Techniques; Classroom Techniques; *Cooperative Learning; *Disabilities; Educational Innovation; Group Activities; *Mainstreaming; Social Integration; *Social Studies

UD517027 EJ458621

Title:	Where Different Is Normal: Children with Special Needs Are Welcomed into School Communities
Author:	Zaslow, Jeffrey
Article Info:	Teaching Tolerance, v1 n2 p10-15 Fall 1992
Language:	English
Document Type:	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement:	CIJEJUN93

Abstract: Describes and explains the rationale behind efforts to include children with special needs in the school community by helping to promote ordinary interactions between children with disabilities and those without. Offers information on several programs such as "Crazy Shoes and Circus Feats," a comic routine for school children. (JB)

Descriptors: Curriculum Development; Disabilities; *Educational Environment; Federal Legislation; *Instructional Innovation; Interpersonal Relationship; *Mainstreaming; Peer Acceptance; *Regular and Special Education Relationship; *Social Integration; *Special Needs Students; Special Programs; Student Attitudes; Teacher Role

G. Interagency Coordination

EC607452

Title:	A Mother's Thoughts on Inclusion
Author:	Carr, Margaret N.
Article Info:	Journal of Learning Disabilities; v26 n9 p590-92 Nov 1993
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE
Target Audience:	Policymakers

Abstract: An elementary school principal and mother of a son with learning disabilities (LD) offers a personal perspective on educational trends such as resource rooms, content mastery, and inclusion. The paper argues that regular classroom teachers are not trained to teach LD students and that adequate support for mainstreamed LD students would be prohibitive in cost. (JDD)

Descriptors: 2Learning Disabilities; Elementary Secondary Education; Personal Narratives; 1Educational Trends; 1Mainstreaming; 1Parent Attitudes; Special Education; Mastery Learning; Resource Room Programs; Regular and Special Education Relationship; Social Integration

EC302350 ED360778

Title:	Cooperative Learning as an Inclusion Strategy: The Experience of Children with Disabilities
Author:	O'Connor, Rollanda E.; Jenkins, Joseph R.
Article Info:	1992, 15p, LEVL 1; paper presented at the Annual Meeting of the American Educational Research Association (74th, Atlanta, GA, April 12-16, 1993)
Available From:	University of Washington, Rollanda E. O'Connor, EEU, WJ-10, University of Washington, Seattle, WA 98195
Document Type:	150; 143
Geographic Source:	US; Washington
Journal Announcement:	RIE

Abstract: This study examined what occurs in cooperative learning groups that include students with mild disabilities in grades 3-6. Teacher interviews were combined with observations of 10 special and 10 regular education students' behavior in cooperative learning groups which used the Cooperative Integrated Reading and Composition model. Results are discussed in terms of who is providing help to the student with disabilities and how often, what contributions the student makes to group tasks, the assignment length, the teacher's role in successful participation of students with disabilities, teacher expectations for student competence, and setting up expectations. The paper concludes that successful use of cooperative learning as an inclusion strategy will require: (1) rethinking and reorganizing of the ways special education provides resources, services, and modifications for students with disabilities; and (2) sustained effort of regular class educators to raise the status of contributions by children with disabilities and to establish and maintain norms of participation and helping. (14 references) (JDD)

Descriptors: 2Mild Disabilities; Elementary Education; 1Cooperative Learning; Teaching Methods; 1Peer Relationship; Teamwork; Regular and Special Education Relationship; 1Mainstreaming; Student Behavior; Group Behavior; 1Group Dynamics; Helping Relationship; 1Student Participation; Student Role; Teacher Role

EC302200 ED358637

Title:	Curriculum Adaptation for Inclusive Classrooms
Author:	Neary, Tom and others
Article Info:	Dec 92, 155p, LEVL 1; in Campbell, Patrick; and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools); Final Report; see EC302196
Contract Number:	G0087C3058; G0087C3059; G00873056
Document Type:	055
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Administrators

Abstract: This manual on curriculum adaptation for inclusive classrooms was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a 5-year collaborative systems change project in California to facilitate the integration of students with severe disabilities previously at special centers into services at regular school sites and the integration of students in special classes in regular schools into general education. After an introduction, which provides an historical perspective on the concept of inclusive education and notes activities of the National Full Inclusion Site Network, the manual is divided into four sections with content on: (1) service delivery models (including itinerant categorical and noncategorical specialized support, considerations in service delivery model development, and policies and procedures that support inclusion); (2) building level support and strategies (e.g., administrative leadership, a positive and accepting school climate and culture, and collaborative team structures); (3) classroom-based strategies (e.g., an array of instructional supports, measuring outcomes, and meeting a variety of needs in a typical classroom); and (4) student-specific strategies (designing an individual program, curriculum adaptation strategies, data gathering procedures, and supportive planning strategies). Appendices list network members, offer PEERS guidelines, and include sample individualized program development forms. (100 references) (DB)

Descriptors: 2Disabilities; 2Severe Disabilities; 1Mainstreaming; 1Delivery Systems; Models; Educational Practices; 1Educational Environment; 1Curriculum Development; Individualized Education Programs; Administrator Role; Classroom Environment; Elementary Secondary Education

Identifiers: California

EC900248

Title:	Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students
Author:	Stainback, Susan, Ed. Stainback, William, Ed.
Article Info:	1992, 275p, Brookes Publishing Co.
Sponsoring Agency:	ISBN-1-55766-078-6
Available From:	Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624 ($25); for related document, see EC900245
Document Type:	010; 020
Target Audience:	Practitioners; Teachers

Abstract: This book discusses how the curriculum can be designed, adapted, and delivered in general education classrooms that are attempting to promote inclusive communities. Chapters include: "Toward Inclusive Classrooms" (Susan Stainback et al.); "Celebrating Diversity, Creating Community: Curriculum that Honors and Builds on Differences" (Mara Sapon-Shevin); "Inclusive Education: Making Sense of the Curriculum" (Alison Ford et al.); "Using Curriculum to Build Inclusive Classrooms" (William Stainback et al.) "Using a Collaborative Approach to Support Students and Teachers in Inclusive Classrooms" (Janet L. Graden, and Anne M. Bauer); "Integrating Support Personnel in the Inclusive Classroom" (Jennifer York et al.); "Student Collaboration: An Essential for Curriculum Delivery in the 21st Century" (Richard A. Villa and Jacqueline S. Thousand); "Support and Positive Teaching Strategies" (Wade Hitzing); "It's Not a Matter of Method: Thinking About How to Implement Curricular Decisions" (Dianne L. Ferguson and Lysa A. Jeanchild); "Measuring and Reporting Student Progress" (Brian Cullen and Theresa Pratt); "Quality in Our Schools: A Parental Perspective" (Strully, Buswell, New, Strully, and Schaffner); "Community-Referenced Learning in Inclusive Schools: Effective Curriculum for All Students" (Peterson, LeRoy, Field, and Wood); "Extracurricular Activities" (Falvey, Coots, and Terry-Gage); and "Curriculum in Inclusion-Oriented Schools: Trends, Issues, Challenges, and Potential Solutions" (Michael F. Giangreco). (397 references) (PB)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Curriculum Development; 1Mainstreaming; Curriculum Evaluation; 1Community Support; Teaching Methods; 1Educational Strategies; Problem Solving; Curriculum Design; Curriculum Enrichment; 1Curriculum Problems

EC300631 ED336899

Title:	Educating Students with Severe Disabilities in General Education Settings: A Resource Manual
Author:	Wheeler, John J.
Article Info:	1991 32p
EDRS Price:	MF01/PC02 plus postage
Language:	English
Document Type:	REVIEW LITERATURE (070)
Geographic Source:	US; South Dakota
Journal Announcement:	RIEFEB92

Abstract: This paper reviews literature relating to the educational needs of children with severe disabilities and describes methods to facilitate inclusion of these children into integrated educational settings. The paper defines use of the term "learners with severe disabilities" and outlines trends in placement of these learners. Components of a quality education are identified, including its age appropriateness, specific objectives, functional activities, consistent cue hierarchy, systematic data-based instruction, periodic program review, community-based instruction, integrated delivery of related services, interactions with nondisabled peers, transition planning, and home-school partnership. A synthesis of the literature on assessment of learners with severe disabilities emphasizes the use of ecological inventories and transdisciplinary models. Modifications designed to facilitate inclusion of learners with severe disabilities in integrated educational settings are then discussed, including improved accessibility, increased teacher familiarity with specialized needs of students with severe disabilities, and others. (21 references) (JDD)

Descriptors: Classroom Techniques; Educational Needs; Educational Quality; Elementary Secondary Education; *Mainstreaming; *Severe Disabilities; *Student Evaluation; *Student Needs; *Teaching Methods

EA526392 EJ439317

Title:	Ending Our Practice of Compartmentalization
Author:	Cloud, J. David
Article Info:	School Administrator, v49 n2 p24-25 Feb 1992
Rep:	ISSN: 0036-6439
Language:	English
Document Type:	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement:	CIJEJUN92

Abstract: The compartmentalization of responsibilities to serve student needs has created agencies with their own demands and has dramatically increased costs of transportation, facilities, and management. The Ontario (Oregon) School district has reintegrated students closest to the norm and has devised a plan to return more severely disabled children to regular classrooms. (MLH)

Descriptors: *Disabilities; Educational Planning; Elementary Secondary Education; *Gifted; *Mainstreaming; *Social Integration; *Special Education; *Special Needs Students

Identifiers: *Oregon (Ontario)

EC605254 EJ459599

Title:	Figuring Out What to Do with the Grownups: How Teachers Make Inclusion "Work" for Students with Disabilities
Author:	Ferguson, Dianne L. and others
Article Info:	The Journal of the Association for Persons with Severe Handicaps; v17 n4 p218-26 Win 1992
Available From:	UMI
Document Type:	080; 143
Journal Announcement:	CIJE

Abstract: This paper uses qualitative research data and examples from a high school drama class to examine how achieving full learning membership for students with severe disabilities requires teachers, in collaborative and consultative relationships, to provide all students with crucial supports by flexibly working within three inclusion parameters (curriculum infusion, learning inclusion, and social inclusion). (JDD)

Descriptors: 2Severe Disabilities; High Schools; 1Mainstreaming; 1Teacher Role; 1Social Integration; Teamwork; Consultants; Educational Cooperation; Qualitative Research; Drama

EC600859 EJ428604

Title:	Full Inclusion and the REI: A Reply to Thousand and Villa
Author:	Jenkins, Joseph R.; Pious, Constance G.
Article Info:	Exceptional Children; v57 n6 p562-64 May 1991
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: This reply to a commentary (EC600858) on a previously published paper (EC230267) dealing with the regular education initiative (REI) argues that a critical element in managing mainstream classrooms is use of a team approach, that existing visions of the future are tenuous, and that integrated student placement is a preferred condition but not the only possibility. (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Regular and Special Education Relationship; 1Mainstreaming; 1EducationalPhilosophy; Futures (of Society); Student Placement; Teamwork; Team Teaching; Classroom Techniques; Teacher Role; Interdisciplinary Approach

EC182332 ED268728

Title:	Generic Preschool in the Community: Step by Step Inclusion of Children with Special Needs
Author:	Gil, Linda L.; Wend, Karen Sue
Article Info:	Northwest Center Child Development Program, Seattle, WA. 1986 8p.; for related documents, see EC182330-333
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	NONCLASSROOM MATERIAL (055)
Geographic Source:	US; Washington
Journal Announcement:	RIESEP86
Target Audience:	Practitioners

Abstract: The paper draws on the experiences of a mainstreamed early education program to consider ways that preschool programs can make themselves accessible to families with handicapped children. The importance of clearly stated program intent is stressed along with accurate staff perceptions of handicapping conditions. Ten steps are then offered: (1) describing what the program offers; (2) determining what the parents need; (3) restating program services; (4) matching family needs and available services; (5) negotiating; (6) deciding on services; (7) confirming and following through on agreements; (8) preparing staff and children; (9) examining the classroom environment for needed modifications; and (10) providing ongoing support. (CL)

Descriptors: *Disabilities; Early Childhood Education; Infants; *Mainstreaming; Outreach Programs; Preschool Education; Services

Title:	"How Are We Doing?": A Review Process for Evaluating Teams which are Working in Inclusive Settings
Author:	Davern, L., Ford, A., Marusa, J. & Schnorr, R.
Article Info:	1992, 25 pages
Price:	$2.75
Available From:	Luanna H. Meyer, ATTN: Special Projects Materials, Special Education Programs, 805 S. Crouse Avenue, Syracuse University, Syracuse, NY 13244-2280
Category:	Strategies/Implementation
Format:	Document

Abstract: This is a guide to self-evaluation for inclusion team members to use who wish to periodically review and improve their working relationships. It provides a rationale for the review process and guidelines to follow during the review process. A review form is also included which is divided into six sections: (1) holding a shared philosophy, (2) establishing effective communication patterns, (3) maintaining positive attitudes toward teamwork and team members, (4) clarifying roles and responsibilities, (5) maximizing effectiveness, and (6) using a collaborative problem-solving approach.

EC601890

Title:	How To Facilitate Integration: A Resource Teacher's Perspective
Author:	Zey, Karen
Article Info:	Entourage; v5 n4 p13-15 Aut 1990
Document Type:	080; 141; 120

Abstract: The implementation of mainstreaming procedures for students with disabilities in the Montreal (Quebec) area is described. Characteristics of classrooms that facilitate inclusion of students with mental handicaps are noted, such as use of the whole-language approach, structured patterns of interaction that help children learn interdependence, a network of teacher support services, and a resource teacher willing to take on the role of integration facilitator. (JDD)

Descriptors: 2Mental Retardation; Elementary Secondary Education; 1Mainstreaming; 1Educational Methods; Educational Practices; Foreign Countries; 1Program Implementation; Teacher Role; Special Education Teachers; Resource Room Programs

Identifiers: 1Quebec (Montreal)

EC605991 EJ464088

Title:	Inclusion of Preschoolers with Profound Disabilities: An Analysis of Children's Interactions
Author:	Hanline, Mary Frances
Article Info:	Journal of the Association for Persons with Severe Handicaps; v18 n1 p28-35 Spr 1993
Available From:	UMI
Document Type:	080; 143
Journal Announcement:	CIJE
Target Audience:	Practitioners; Researchers

Abstract: This observational study of three preschool children with profound disabilities in an integrated setting revealed frequent opportunities for peer social interactions and indicated that subjects engage in interactions of comparable length to those of nondisabled peers. The importance of helping young nondisabled children understand and respond to idiosyncratic behavior of peers with disabilities is stressed. (DB)

Descriptors: 2Severe Disabilities; 1Mainstreaming; Preschool Education; 1Social Integration; 1Peer Relationship; 1Interaction Process Analysis; Classroom Observation Techniques; Peer Acceptance; Behavior Patterns

Title:	Inclusive Education for Students with Disabilities
Author:	Demchak, M., Dorf, J.; and Takahashi, T.
Article Info:	1993, 85 pages
Available From:	Douglas County School District, PO Box 1888, Minden, NV 89423
Category:	Strategies/Implementation
Format:	Manual

Abstract: This manual was developed to help teachers, both general and regular education, to facilitate the inclusion of students with disabilities into the general education classroom. It is very practical, with many sample forms and checklists, scheduling matrices, lists of strategies, and team roles. Although geared to the state of Nevada, the practices and strategies are, for the most part, universal.

Title:	Inclusive Education Resource/Support Teams
Author:	Special Education Resource Center
Article Info:	1993, 2 pages
Price:	Free
Available From:	Special Education Resource Center, 25 Industrial Park Road, Middletown, CT; (203) 632-1485 or (800) 842-8678
Category:	Projects
Format:	Brochure

Abstract: This brochure describes the Inclusive Education Resource Support Teams (IERST) project in Connecticut created with the goals of increasing the number of students with disabilities in regular education classrooms in their local schools and expanding the number, knowledge and use of resources in the state that assist in inclusion efforts. Team members active in 7 regions of the state support school systems and families interested in the inclusion of students with disabilities in regular education classrooms. Teams comprise parents, principals, special educators, general educators, support service personnel, a student, and other individuals experienced in and committed to inclusive education. These team members provide peer to peer support, technical assistance, and resource information.

EC302608 ED No. Not Yet Available

Title:	Lessons for Inclusion
Author:	Vandercook, Terri and others
Article Info:	Sep 93, 70p, LEVL 1
Rep:	U of Minnesota, Minneapolis; Inst. on Community Integration
Sponsoring Agency:	Minnesota State Dept. of Education, St. Paul; Forest Lake Area School District, MN
Contract Number:	H086J20010; H086D00014
Available From:	Institute on Community Integration (UAP), 109 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455
Document Type:	052
Geographic Source:	US; Minnesota
Journal Announcement:	RIE
Target Audience:	Teachers

Abstract: The goal of this curriculum is to assist educators to develop a classroom community in which all children, including those with significant disabilities, feel good about themselves and work together to support the active learning and valued membership of all class members. The specific goal of the lessons is to promote positive self-concept and effective interpersonal skills. The lessons are intended to help children in grades K-4 recognize their own strengths and the strengths of other children regardless of (and in many cases because of) their differences. The lessons teach children that everyone needs to feel accepted and included. The four lessons are: "Including Everyone: We All Need To Belong," "Liking Myself: Self-Esteem Is Important," "Making and Keeping Friends: Everybody Needs a Friend," and "Cooperating with Others: Together We Can Do It." Each of the lessons includes an introduction of the topic using children's literature, discussion questions, and activities. Appendices contain materials for use in implementing the learning activities. (JDD)

Descriptors: 2Disabilities; Elementary Education; 1Self Concept; 1Social Integration; Mainstreaming; 1Self Esteem; 1Curriculum; Classroom Environment; Teaching Methods; 1Interpersonal Competence; Cooperation; Friendship; Learning Activities; Lesson Plans; Childrens Literature; Normalization (Handicapped)

Identifiers: 1Diversity (Student)

EC302011 ED355752

Title:	MAPS: A Plan for Including All Children in Schools
Author:	Kansas State Board of Education, Topeka
Article Info:	Dec 1990 22p.; Developed through the Services for Children and Youth with Deaf-Blindness Project; for related documents, see EC302012-013
Sponsoring Agency:	Department of Education, Washington, DC
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	TEACHING GUIDE (052); NONCLASSROOM MATERIAL (055)
Geographic Source:	US; Kansas
Journal Announcement:	RIEAUG93
Government:	State
Target Audience:	Practitioners; Parents

Abstract: This manual describes a Kansas program which is working toward full inclusion of students with deaf blindness through the MAPS approach (which stands for Making Action Plans or the McGill Action Planning System). An introduction stresses the value of integration and the focus of MAPS on the student's abilities and not his/her weaknesses. The MAPS process involves gathering key people in the student's life who cooperatively answer such questions as: "What is the student's history?" "What is your dream for the child?" "What is your nightmare?" "What are the student's gifts?" and "What would an ideal day at school be like for the student?" Use of the MAPS approach to help develop the student's Individualized Education Program is described with examples. Plans for structured friendship or peer programs are suggested as part of the MAPS meeting. Specific suggestions for parents wishing to encourage their schools to implement a MAPS approach and to develop a more inclusive climate are offered. (10 references) (DB)

Descriptors: *Deaf Blind; Disabilities; *Educational Environment; Elementary Secondary Education; Friendship; Individualized Education Programs; Long Range Planning; Mainstreaming; Meetings; Parent Participation; Parent School Relationship; Peer Relationship; Program Development; *Social Integration; *Student Development; Teamwork

Identifiers: *Kansas; *McGill Action Planning System

EC607401

Title:	Meeting the Challenge of Integrating Students with Special Needs: Understanding, Building and Implementing Integration as Inclusion
Author:	Jacobsen, S. Suzanne; Sawatsky, Dorothy C.
Article Info:	Canadian Journal of Special Education; v9 n1 p60-66 1993
Document Type:	080; 120
Journal Announcement:	CIJE
Target Audience:	Practitioners

Abstract: Implications of implementing full integration of special needs students are considered, noting the goal's basis in the belief that every child is unique, valued, and can learn. Responsibilities of participants in inclusive programs are identified, and two methods (adaptations and modifications) for altering the educational programs of students with special needs are described. (DB)

Descriptors: 2Special Needs Students; Elementary Secondary Education; 1Mainstreaming; 1Social Integration; 1Individualized Programs; Educational Philosophy; 1Program Development

EC607469

Title:	Strategies for Functional Community-Based Instruction and Inclusion for Children with Mental Retardation
Author:	Beck, Joni and others
Article Info:	Teaching Exceptional Children; v26 n2 p44-48 Win 1994
Available From:	UMI
Document Type:	080; 141
Journal Announcement:	CIJE

Abstract: This article describes one school's efforts to teach students with mental retardation functional skills in community settings, while maximizing inclusive experiences. The approach includes a method of identifying functional curricula, collaborative instructional planning and teaching, and community based instruction for all students. (DB)

Descriptors: 2Mental Retardation; 1Mainstreaming; Elementary Education; 1Experiential Learning; School Community Relationship; 1Daily Living Skills; Curriculum Development; Teaching Methods; Social Integration

Identifiers: 1Function Based Curriculum; 1Community Based Education

EC302218 ED358654

Title:	Strategies for Inclusion of Behaviorally Challenging Students
Author:	Burrello, Leonard C., Ed.; Wright, Pamela, T., Ed.
Article Info:	1993, 7+ pp, LEVL 1; Principal Letters: Practices for Inclusive Schools; v10 Win 1993
Rep:	Council of Administrators of Special Education, Inc. National Academy on the Principalship in Special Education, Bloomington, IN
Available From:	National Academy/CASE, Indiana University, Smith Research Center-100A, 2805 E. 10th St., Bloomington, IN 47405 ($25 single issue)
Document Type:	141; 022
Geographic Source:	US; Indiana
Journal Announcement:	RIE
Target Audience:	Administrators

Abstract: This paper describes a pilot project at a Janesville (Wisconsin) elementary school, which uses a cooperative teaching approach to integrate all special education and at- risk students, including students with behavioral problems, into general education settings. Key program components include teaming, collaboration, cooperative learning, joint ownership for student integration, effective teaching practices, and development of teacher skills in adapting and modifying the curriculum to meet student needs. Program development is summarized, including development of a mission statement by a steering committee and development of a 4-year time task calendar to accomplish staff development needs and action plans identified by the steering committee. These included building needs assessment during the first year and extensive staff training on team member roles and responsibilities during the second year. Evaluation by staff after the second year of program implementation rated the program very positively. The third year saw continued inservice training and establishment of a core team to oversee team teaching efforts. The fourth year focused on expansion of the "Power of Positive Students" program, ongoing monitoring of the integrated program, and inservice training of new participants. The program has resulted in a stronger sense of community and a total school commitment to a philosophy of inclusion. (9 references) (DB)

Descriptors: 2Behavior Problems; 2Disabilities; 1Mainstreaming; 1Regular and Special Education Relationship; 1Team Teaching; 1Program Development; Inservice Teacher Education; Needs Assessment; Program Evaluation; Teacher Attitudes; Administrator Attitudes; Elementary Education; Teamwork

Identifiers: Wisconsin (Janesville); 1Teacher Collaboration

EC302776 ED No. Not Yet Available

Title:	Summary of Survey Materials Collected To Support the Multiagency Collaborative Initiative on Inclusive School Reform; Project FORUM
Author:	Catlett, Susan M.
Article Info:	26 Jan 94, 8 pp, LEVL 1
Rep:	National Association of State Directors of Special Education, Alexandria, VA
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED), Washington, DC; Div. of Innovation and Development
Contract Number:	HS92015001
Geographic Source:	US; Virginia
Journal Announcement:	RIE

Abstract: None

CS737502 EJ386887

Title:	The Multidisciplinary Team: Training Educators to Serve Middle School Students with Special Needs
Author:	Hendrickson, Jo M.; and others
Article Info:	Clearing House, v62 n2 p84-86 Oct 1988
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); TEACHING GUIDE (052); PROJECT DESCRIPTION (141)
Journal Announcement:	CIJEAUG89

Abstract: Discusses the multidisciplinary team--comprising individuals who represent various disciplines that contribute to the assessment process--and its relation to the implementation of the "least restrictive environment" for special-needs children required by Public Law 94-142. Describes the University of Florida Multidisciplinary Diagnostic and Training Program. (MS)

Descriptors: *Classroom Environment; *Educational Assessment; Educational Strategies; Higher Education; Intermediate Grades; Junior High Schools; *Learning Disabilities; *Mainstreaming; Middle Schools; Teacher Education Identifiers: Education for All Handicapped Children Act; *Multidisciplinary Teams; University of Florida

H. Principles of Good Practice

Title:	A Look at Regular Education Initiatives and Inclusive Schools in LADSE School Districts
Author:	La Grange Area Department of Special Education
Article Info:	1991, 7 pages
Available From:	La Grange Area Department of Special Education, 1301 West Cossitt Avenue, La Grange, Il 60525; (312) 354-5730
Price:	50¢ each
Format:	Strategies/Implementation
Category:	Document

Abstract: "Our classrooms reflect what we want our society to look like," this document begins. "Increasingly, children are teaching us that they learn best in settings that appreciate them as individuals, while celebrating the diversity among them. Classrooms that incorporate these values give children the message that everyone belongs." Following this introduction of stated commitment to inclusion, the document offers an overview of district initiatives that have been undertaken to create more inclusive school environments. These initiatives include peer tutoring, peer buddy systems, increased integration in early childhood, increased attendance at neighborhood schools, expansion of prereferral systems, teacher education, team teaching, and cooperative learning strategies.

SP521046 EJ440383

Title:	Assessment of Factors Related to the Integration of Students with Severe Disabilities
Author:	Fritz, Marie F.
Article Info:	Contemporary Education, v62 n4 p313-17 Sum 1991
Rep:	ISSN: 0010-7476
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Geographic Source:	CIJEJUN92

Abstract: Discusses integration of students with severe disabilities, noting that programming is superior in integrated settings as illustrated by students' Individualized Education Programs. Various assessment tools help determine the extent to which best practices are being adhered to while attending to the individualized programming needs of students with severe disabilities. (SM)

Descriptors: *Educational Assessment; Elementary Secondary Education; Individualized Education Programs; *Mainstreaming; Program Evaluation; *Regular and Special Education Relationship; *Severe Disabilities; Special Education; Special Needs Students; *Student Evaluation; Student Placement

EC230396

Title:	Circles of Friends: People with Disabilities and Their Friends Enrich the Lives of One Another
Author:	Perske, Robert
Article Info:	1988, 94p
Rep:	ISBN-0-687-08390-7
Available From:	Abingdon Press, PO Box 801, 201 Eighth Avenue S., Nashville, TN 37202 (no price quoted)
Document Type:	010; 020; 050

Abstract: This book documents in anecdotes and drawings over 30 cases of children and adults with disabilities establishing positive relationships with other disabled and nondisabled people. Achievements by people with physical, mental and emotional disabilities are reported on, with special emphasis placed on collaborations with friends and schoolmates in mainstreamed settings. (PB)

Descriptors: 2Disabilities; Elementary Secondary Education; Mainstreaming; 1Peer Relationship; Human Relations; Social Integration;1Helping Relationship; Interpersonal Relationship; 1Friendship; Prosocial Behavior; 1Normalization (Handicapped)

EC302018 ED356580

Title:	Directory of Alternative Service Delivery Models; Second Edition
Author:	Canter, Andrea, Ed.; Dawson, Peg, Ed.
Article Info:	1989, 109+p, LEVL 2; National Association of School Psychologists, Washington, DC
Available From:	The National Association of School Psychologists, Publications Department, 8455 Colesville Rd., Suite 1000, Silver Spring, MD 20910 ($20 nonmembers; $15 members)
Document Type:	132
Geographic Source:	US; Maryland
Journal Announcement:	RIE

Abstract: This directory offers a sampling of approximately 80 programs that offer alternatives to traditional special education models for children with disabilities and at-risk children. The programs are classified into nine broad categories of program designs and emphases: (1) alternative curriculum/ instructional strategies; (2) instructional management systems; (3) cooperative learning/peer support programs; (4) cooperative teaching programs; (5) alternative referral/consultation models; (6) alternative mental health support services; (7) alternative early intervention programs; (8) integration/ transition programs; and (9) comprehensive restructuring of education. The chapter for each category begins with a brief description of the common features of the programs in that section. Programs reporting formal evaluation data supporting effectiveness and/or representing a large-scale approach with implications well beyond the local implementation are described in detail. These listings include information on funding, personnel, evaluation, and replication, as well as extensive program descriptions. Other programs which provided less formal outcome data are presented as brief summaries. Two alphabetical listings are included, one of programs by states in which they are located and one by program title. (200 references) (JDD)

Descriptors: 2Disabilities; 2High Risk Students; Elementary Secondary Education; 1Delivery Systems; Special Education; Program Descriptions; 1Models; 1Educational Innovation; 1Nontraditional Education; Cooperative Learning; Referral; Consultation Programs; Mental Health Programs; Mainstreaming; Early Intervention; Transitional Programs; Program Evaluation; Program Effectiveness

EC302681 ED No. Not Yet Avaialable

Title:	Educational Practices in Integrated Settings Associated with Positive Student Outcomes
Author:	Hunt, Pam and others
Article Info:	31 Jul 92, 22p, LEVL 1; for the Final Report, Years 1987-1992, see EC301898
Rep:	San Francisco State Univ., CA; California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services, (ED/OSERS), Washington, DC
Contract Number:	G0087C3056-88
Document Type:	143
Geographic Source:	US; California
Journal Announcement:	RIE

Abstract: A survey of 312 teachers and families of students with severe disabilities in California, Colorado, Kentucky, Utah, and Virginia was designed to measure the extent of implementation of 12 educational "best practices" and the level of demonstration of seven student outcome variables. The educational practices included: integration into school and family activities, integration into community recreational activities, functional educational program, data-based instructional programs, community-based instruction, transdisciplinary model, teacher integration, program reflecting respect for students, teacher inservice training, teacher education, teacher experience, and principal involvement. Additionally, three demographic variables--the type of community, family socioeconomic status, and the age of the student--were included as factors which may be strongly associated with student performance. Student outcome variables included social skills development, communication skills development, positive affective demeanor, percent of Individualized Education Program objectives achieved, level of independence, positive nondisabled peer attitude, and positive parental expectations for their child's future. Results of a series of multiple regression analyses indicated that a single program variable, the degree to which students were integrated into school and family activities, was significantly associated with each one of the high priority student outcome variables. (41 references) (Author/JDD)

Descriptors: 2Severe Disabilities; Elementary Secondary Education; 1Educational Practices; 1Mainstreaming; 1Outcomes of Education; Surveys; Program Implementation; 1Social Integration; 1Performance Factors; Recreational Activities; Educational Methods; Community Programs; Interdisciplinary Approach; Teacher Education; Teaching Experience; Administrator Role; Normalization (Handicapped); Surveys

Identifiers: 1Inclusive Schools

EC302198 ED358635

Title:	Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide
Author:	Simon, Marlene and others
Article Info:	Dec 92, 103p, LEVL 1; in Campbell, Patrick and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools); Final Report; see EC302196
Contract Number:	G0087C3056-91; G0087C3058-91
Document Type:	055; 160
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Administrators

Abstract: This technical assistance planning guide was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to facilitate the integration of students with severe disabilities previously at special centers into services at regular school sites and to facilitate the integration of students in special classes in regular schools into general education. The guide emphasizes building the capacity of states, school districts, and school sites to provide quality educational programs to students with disabilities in integrated and inclusive environments by providing a framework of technical assistance activities. The guide stresses local ownership and provides self-assessment checklists to evaluate practices at the state, district, and school building levels. After an introduction and suggestions for using the guide, the guide lists (with references) practices shown to be effective at each level. The next three sections address state level planning, district level planning, and building level planning respectively. Provided for each level is an "Effective Practice Checklist," specification of effective practices and supportive strategies, and a "Resource Planning Guide." Checklists and planning forms are appended. (406 references) (DB)

Descriptors: 2Disabilities; 2Severe Disabilities; 1Technical Assistance; 1Program Development; State Programs; School Districts; 1Self Evaluation (Groups); Educational Practices; 1Mainstreaming; Check Lists; School Administration; Program Administration

Identifiers: Effective Schools Research; California

EC302682 ED No. Not Yet Available

Title:	Factors Associated with the Integrated Educational Placement of Students with Severe Disabilities
Author:	Hunt, Pam and others
Article Info:	10 Oct 92, 34p, LEVL 1; for the Final Report, Years 1987-1992, see EC301898
Rep:	San Francisco State Univ., CA; California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED/OSERS), Washington, DC
Contract Number:	G0087C3056-88
Document Type:	143
Geographic Source:	US; California
Journal Announcement:	RIE

Abstract: A survey was conducted of the families and teachers of 1009 students with severe disabilities from five states, to identify factors associated with their integrated educational placement. The questionnaires were designed to measure 19 variables which integration literature suggests are predictive of integrated placement. Logistic regression procedures were utilized to determine the probability of integrated placement as a function of the identified variables, which included characteristics of the student, family, school program, administration, and logistics. Three theoretical models of variables associated with integrated placement were examined, representing integration advocacy, socioeconomic status, and program/ facilities characteristics. Additionally, a combined model was estimated using the strongest predictors from the three theoretical models. Within the program/facilities model, predictor variables were the integration characteristics of the Individualized Education Program, the adequacy of ancillary services, transportation adequacy, and physical accessibility. Within the socioeconomic model, parents' rating of residence in an urban community and teachers' rating of higher general community income were associated with integrated placement. Within the advocacy model, the variable most strongly associated with integrated placement was teacher advocacy for integration, followed by administrator advocacy. When all the variables from the three conceptual models were combined, six strongly correlated variables were identified. (41 references) (JDD)

Descriptors: 2Severe Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Normalization (Handicapped); Student Placement; Influences; Surveys; Parent Attitudes; Teacher Attitudes; 1Predictive Measurement; Advocacy; Socioeconomic Status; 1Models; Prediction; Social Integration; Administrator Attitudes

Identifiers: 1Inclusive Schools

Title:	General Strategies for Making Inclusion Successful
Author:	I.N.S.T.E.P.P. Project
Article Info:	1992, 24 pages
Price:	Free
Available From:	I.N.S.T.E.P.P. Project, Institute on Disability, University of New Hampshire, Morrill Hall, Durham, NH 03824
Category:	Strategies/Implementation
Format:	Document

Abstract: This document presents brief discussions inclusion educators in New Hampshire have found to be effective in addressing concerns often raised by parents, teachers, and administrators when a school begins to take initial steps toward building an inclusive educational program. Topics discussed briefly include: "Convincing People that Inclusion is the 'Way to Go'"; "Prejudice/Fear of Students with Significant Disabilities"; "Some Suggestions for Grading Students with Disabilities Who are Included in Regular Classes"; "Utilizing Related Service Professionals to Support Students in Regular Classes"; "Facilitation of Friendships/Social Relationships"; "Using Peers to Support Students with Disabilities"; "Supporting Students in Regular Classes"; "Developing Creative Ideas for How Students Can Participate in Classroom Lessons"; "Not Enough Time!"; "Planning Time and Other Issues of Collaboration"; "What's the Effect on the Other Students?"; and "Empowering Families to Advocate for Inclusion of Their Children."

EA526391 EJ439316

Title:	How Four Communities Tackle Mainstreaming
Author:	Conn, Maurice
Article Info:	School Administrator, v49 n2 p22-24 Feb 1992
Rep:	ISSN: 0036-6439
Language:	English
Document Type:	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement:	CIJEJUN92

Abstract: To accommodate its moderately and severely handicapped students, the Saline (Michigan) Schools developed an inclusive community model requiring age-appropriate placement, integrated delivery of educational and related services, social integration, transition planning, community-based training, curricular expectations, systematic data-based instruction, home-school partnerships, staff development, team collaboration, and systematic evaluation of services. (MLH)

Descriptors: *Community Action; *Educational Improvement; Elementary Education; Guidelines; *Mainstreaming; Mission Statements; *Severe Disabilities; *Social Integration; *Special Education

Identifiers: *Michigan (Saline)

EC301937 ED No. Not Yet Available

Title:	IFSPs and IEPs [and] DEC Recommended Practices
Author:	Turbiville, Vicki and others
Article Info:	1993, 10p, LEVL 1; in DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families; DEC Task Force on Recommended Practices
Document Type:	070; 120
Geographic Source:	US; Kansas
Journal Announcement:	RIE

Abstract: This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introduction notes that the guiding principles for the development of the recommended practices involved having families choose their extent of decision making involvement, and giving the IFSP or IEP document secondary importance to the development process. Other principles guiding the development of the recommended practices include: belief in collaboration among families and service providers; desire to eliminate the bureaucracy in the process; expectation of positive, growth-enhancing opportunities for team members; strong preference for quality, inclusive services; and a vision of family choice in the sources and delivery of services. Six components for IFSP and IEP indicators are also discussed: (1) IFSP and IEP teams should be broadly constituted and team members should be prepared for their roles; (2) IFSP and IEP development and selection of the service coordinator should be individualized; (3) documents should be individualized; (4) documents must be dynamic and responsive to changes in the child and family; (5) documents belong to the family; and (6) evaluation and monitoring of IFSP/IEP implementation should be a vehicle for the constant improvement of services. Forty-one recommended practices are then listed, focusing on the IFSP/IEP process and state and local monitoring. (JDD)

Descriptors: 2Disabilities; Special Needs Students; Early Childhood Education; 1Early Intervention; Program Development; 1Educational Practices; Special Education; 1Educational Quality; Educational Assessment; 1Individualized Education Programs; Individualized Programs; Educational Principles

Identifiers: 1Individualized Family Service Plans; Council for Exceptional Children

EC301897 ED354712

Title:	Inclusive Education Project: A Building-Based Approach to Developing Classroom and School Models That Include Students with Severe Handicaps; Final Report
Author:	Rogan, Pat; Davern, Linda
Article Info:	Nov 92, 116+p, LEVL 1; Appendixes A and G, which are of a local nature, have been removed
Rep:	Syracuse City School District, NY; Syracuse Univ., NY Div. of Special Education and Rehabilitation
Contract Number:	H086D90019
EDRS Price:	MF01/PC05 plus postage
Language:	English
Document Type:	PROJECT DESCRIPTION (141)
Geographic Source:	US; New York
Journal Announcement:	RIEJUL93

Abstract: The Inclusive Education Project was a collaborative demonstration project between the Division of Special Education and Rehabilitation at Syracuse University and the Syracuse City School District, in New York. It was designed to meet special problems of children with severe handicaps in regular education settings. Project goals included: (1) develop eight demonstration sites that exemplify inclusive education models, from elementary to high school levels; (2) develop a building-level process to create or further develop a model that includes students with severe handicaps; (3) develop criteria for establishing an inclusive education model for students with severe handicaps; (4) develop a tool that can be used by districts to evaluate their integrated classroom programs; and (5) engage in a district-wide planning process that protects the integrity of the model programs and assures their continued expansion. The eight schools engaged in a building-level process that helped to clarify, further develop, and gain consensus on approaches to education that promote the inclusion of students with severe disabilities. Leadership institutes were held to strengthen the commitment of administrators to inclusive education and to develop a local network of people with expertise, and implementation materials based on the project experience were produced and disseminated. This final report provides details and project objectives, findings underlying the project approach, a description of the model and participants, a list of methodological and logistical problems, evaluation findings, and project impact. Appendices provide background materials relating to the project. (JDD)

Descriptors: Demonstration Programs; Educational Change; *Educational Practices; Elementary Secondary Education; Leadership Training; *Mainstreaming; Models; Program Development; Program Evaluation; Program Implementation; *Severe Disabilities

Title:	Inclusive School Guidelines: A Template for Including all Students in the Neighborhood School
Author:	Wilcox, B. and Sprague, J.
Article Info:	1992, 12 pages
Price:	Free
Available From:	Center for School and Community Integration, Indiana University, Institute for the Study of Developmental Disabilities, Bloomington, IN 47405
Category:	Strategies/Implementation
Format:	Document

Abstract: This document provides a template which may be used by school staff, students, and parents for planning and monitoring the implementation of an inclusive school program. The guidelines include building outcomes, teacher of record outcomes, and student outcomes. The guidelines are structured around seven areas: policies and procedures, collaboration of special education personnel with the community, inclusion of students with disabilities in the community, IEP development, design and delivery of effective instruction, choice and dignity of students, and family participation. For each area, questions are asked to address "what will it take," "what will it mean," "what should we look for." Space is provided for listing the actions needed to achieve a particular result.

Title:	Integration Checklist: A Guide to Full Inclusion of Students with Disabilities
Author:	Minnesota Inclusive Education Technical Assistance Project
Article Info:	1992, 2 pages
Price:	Free
Available From:	Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455; (612) 624-4512
Category:	Checklists
Format:	Brochure

Abstract: The Integration Checklist was designed to be a tool to help educational team members identify potential indicators of inclusion in their schools. It can also be used to help teams facilitate the membership, participation, and learning of students with disabilities in regular education classes and other integrated school settings. The checklist is divided into four sections, each related to a different aspect of inclusion: "Go With the Flow," "Act Cool," "Talk Straight," and "Look Good." Education team members can ask the 33 questions included in the checklist for each individual student in a specific class. The brochure warns that team members should not view the checklist as an absolute measure of inclusion because every indicator may not be appropriate for each student and each class. Instead, it should be used to guide team planning and discussion.

PS519241 EJ443448

Title:	Mainstreaming Revisited
Author:	Schloss, Patrick J.
Article Info:	Elementary School Journal, v92 n3 p233-44 Jan 1992 Special Issue: Integrating Learners with Disabilities
Rep:	ISSN: 0013-5984
Sponsoring Agency:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement:	CIJEAUG92

Abstract: Provides an overview of issues and practice associated with the integration of handicapped students into regular education settings. Emphasizes the differences between mainstreaming and federally mandated provision of educational services in the "least restrictive environment." Discusses the changing roles of elementary school teachers who teach students with special needs. (GLR)

Descriptors: *Disabilities; Discipline; *Elementary Education; Elementary School Teachers; Individualized Education Programs; Intervention; *Mainstreaming; Referral; *Regular and Special Education Relationship; Social Integration; Special Education; Special Needs Students; *Teacher Role Identifiers: Curriculum Based Measurement; *Education for All Handicapped Children Act; *Least Restrictive Environment; Prereferral Intervention

Title:	Meaningful Integration of Regular Education, Chapter 1, and Special Education Students in the Same Classroom Setting
Author:	Spessard, M.
Article Info:	1993, 3 pages
Price:	Free
Available From:	Mary Spessard, Supervisor, State and Federal Programs, Coloma Community Schools, Coloma, MI 49038; (616) 468-2424
Category:	Strategies/Implementation
Format:	Document

Abstract: This paper offers an overview of the inclusive education program that has been implemented in the Coloma Community Schools during the last five years. The Creative Useful Experiential (Project CUE) instructional model is use to integrate special education and Chapter 1 students into regular classroom settings by: (1) utilizing the thematic approach to make the curriculum more interesting to students, (2) use of teacher collaboration to assure the needs of all children are being addressed, and (3) the use of a variety of experience-based classroom activities. The author discusses the structure of the program, staff development, outcomes, evaluation, and elements required to make it work.

EC302427 ED361957

Title:	Quilting Integration: A Technical Assistance Guide on Integrated Early Childhood Programs; The Early Integration Training Project
Author:	Holden, Leah and others
Article Info:	1993, 131+p, LEVL 1; Ohio State Univ., Columbus. Center for Special Needs Populations; for the videotapes, see EC302428
Sponsoring Agency:	(ED/OSERS), Washington, DC Early Educ. Program for Children with Disabilities
Contract Number:	GRN 24P90004
Available From:	NCHRTM-Special Education, Oklahoma State University, 816 West 6th, St., Stillwater, OK 74078-0435 ($11.25, includes postage and handling)
Document Type:	055
Geographic Source:	US; Ohio
Journal Announcement:	RIE
Target Audience:	Practitioners

Abstract: This guide was developed to help people meet the challenge of developing early childhood programs that are inclusive of all children, regardless of disability. The manual was written in the spirit of a quilting book, in its recognition of the importance of the quiltmaker's (and the program developer's) own adaptations, creativity, and inspiration. Quotations from quilting books and illustrations of popular quilting patterns are included in the margin notes. The manual was assembled from conversations with people in Ohio who have created inclusive environments, and the text is primarily excerpts from those conversations. Concepts covered include the meaning of integration, strategies related to integration, characteristics of children with disabilities, developmentally appropriate practices, management of the classroom environment, the philosophy of a family-centered approach, collaboration, changes in approaches to serving young children with disabilities and their families, leadership, conflict resolution techniques, and problem solving strategies. Chapters include: "Designing the Pattern: The Idea of Integration," "Preparing the Fabric: Children," "Piecing the Quilt Tops: Families," "Assembling the Layers: Collaboration," "Stitching along New Lines: Change," "Binding the Edges: Leadership," "Smoothing Out the Wrinkles: Conflict Resolution," and "Tying Up Loose Threads: Solutions." (Chapter references) (JDD)

Descriptors: 2Disabilities; Early Childhood Education; 1Social Integration; 1Mainstreaming; Technical Assistance; Normalization (Handicapped); 1Program Development; Handicrafts; Student Characteristics; 1Educational Practices; Family Involvement; Classroom Environment; Teamwork; Leadership; Conflict Resolution; Educational Change; Change Strategies; Early Intervention

Identifiers: 1Quilting

EC301774 ED353741

Title:	Services for Students with Special Health Care Needs: Guidelines for Local School Districts; Kentucky Systems Change Project
Author:	Smith, Pamela D.; Leatherby, Jennifer L.
Article Info:	Sep 1992 137p.; in Lewis, Preston and Kleinert, Harold L. Kentucky Systems Change Project for Students with Severe Disabilities (1987-1992); Final Report; see EC301773.
EDRS Price:	MF01/PC06 plus postage
Language:	English
Document Type:	NONCLASSROOM MATERIAL (055); BIBLIOGRAPHY (131)
Geographic Source:	US; Kentucky
Journal Announcement:	RIEJUN93
Target Audience:	Practitioners

Abstract: These guidelines are intended to help educators and other school personnel in Kentucky better manage the inclusion of students who require health services in either special or regular educational settings. The brief manual has sections which address: definitions; related Kentucky regulations; results of a statewide survey on personnel, qualifications, and policies regarding delivery of health services in classrooms; belief statements; placement and Individualized Education Program development; provision of related services; training of unlicensed school personnel to perform special health care procedures; emergency procedures; and transportation issues. Much of the document is comprised of 12 appendices which include: recommendations for dealing with specific health care procedures; guidelines for developing appropriate individual education programs for students with special health care needs; sample letters and forms; information on preventing transmission of communicable diseases; and listings of local health departments and home health coordinators, national resources and information centers, and related statewide training projects and materials. There are 14 references and an annotated bibliography of 88 related documents and readings. (DB)

Descriptors: *Ancillary School Services; Communicable Diseases; Delivery Systems; Disease Control; Elementary Secondary Education; Guidelines; *Health Services; Individualized Education Programs; *Pupil Personnel Services; *Special Health Problems; *State Standards; State Surveys; Student Placement; Student Transportation

Identifiers: *Kentucky

EC302199 ED358636

Title:	Systems Change: A Review of Effective Practices
Author:	Karasoff, Patricia and others
Article Info:	Dec 92, 180p, LEVL 1; in Campbell, Patrick and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools); Final Report; see EC302196
Contract Number:	G00873056-91; G0087C3058-91
Document Type:	070
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Policymakers; Administrators

Abstract: This review of effective practices in statewide systems change was conducted as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a 5-year collaborative systems change project in California to facilitate the integration of students with severe disabilities previously at special centers into services at regular school sites and to facilitate the integration of students in special classes in regular schools into general education. A "Systems Change Review Tool" was developed in cooperation with major systems change efforts in 16 states. Critical activity areas identified and verified by this measure constitute the main sections of the manual, addressing: (1) facilitating locally owned change; (2) increasing awareness and knowledge of best practices; (3) supporting the implementation effort; (4) promoting collaboration; (5) dissemination activities; and (6) evaluating change. Within each section, information is provided on: a rationale for the activity's inclusion in a comprehensive approach to systems change; a narrative describing relevant strategies with examples and case studies; and an annotated listing of selected strategies utilized across the states within each critical activity area. Appendices provide a directory of systems change projects, a list of products from system change projects, and sample systems change discrepancy analysis worksheets. (59 references) (DB)

Descriptors: 2Disabilities; 2Severe Disabilities; Elementary Secondary Education; 1Change Strategies; 1Systems Approach; Evaluation Methods; 1Educational Practices; 1Mainstreaming; Social Integration; Program Implementation; Information Dissemination; State Programs

Identifiers: California

Title:	The MESH Manual for Inclusive Schools
Author:	Gallucci, C., Emily Dickinson School Staff, and Silver Ridge School Staff
Article Info:	1993, 131 pages
Price:	Free
Available From:	Washington State Office of Superintendent of Public Instruction, Special Education Services, PO Box 47200, Olympia, WA 98504-7200; (206) 753-0317
Category:	Strategies/Implementation
Format:	Document

Abstract: The MESH manual provides guidelines for the development of inclusive schools, based upon the experiences of two elementary schools chosen to pilot Project MESH from 1989-1992. The manual is organized around the key concepts of an inclusive school: The Schools (current program offerings); The Change Process (a description of the building-based change process and how it evolved); Teamwork (effective teaming practices and role descriptions); A Community of Learners (strategies for building a sense of community in schools); Individual Student Planning (appropriate program planning and curriculum adaptations). Core Team meeting notes from the first year of planning Project MESH are included.

Major lessons learned from the experience of Project MESH included in the introduction to the manual are that:

- Inclusion is a process.
- The key to inclusion is COLLABORATION.
- People involved with inclusion need to be creative, flexible, and willing to work together.
- Special education in inclusive schools must be viewed as a support service to the general education process.
- Each school will have unique plans for inclusion.
- Inclusion is not finished.

PS518954 EJ434881

Title:	The Sunrise Children's Center: Including Children with Disabilities in Integrated Care Programs; Special Edition: Welcoming Children with Disabilities All across America
Author:	Bogin, Joanna
Article Info:	Children Today, v20 n2 p13-16 1991
Rep:	ISSN: 0361-4336
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Journal Announcement:	CIJEMAR92

Abstract: Describes the educational philosophy and practices of the Sunrise Children's Center in Amherst, New Hampshire, which serves all children, both disabled and nondisabled, from the ages of two to six years. The description of the program is highlighted with stories of children in the center. (BB)

Descriptors: Case Studies; *Disabilities; Educational Philosophy; Educational Practices; *Individualized Education Programs; *Mainstreaming; Parent Participation; Preschool Education; Program Descriptions; *Social Integration; Special Needs Students; *Young Children

Identifiers: *Behavior Modeling; Normal Children; *Sunrise Childrens Center NH

EC607459

Title:	They Don't Shoot Collaborators Any More
Author:	Ayers, George E.
Article Info:	Teaching Exceptional Children; v26 n2 p5 Win 1994
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: The executive director of the Council for Exceptional Children discusses the importance of collaborative action to achieve common goals, applies these principles to special education, and describes a collaborative effort with nine other national associations to identify and promote good practice principles for the planning and operation of inclusive schools. (DB)

Descriptors: 2Disabilities; 1Organizations (Groups); 1Cooperative Programs; Goal Orientation; 1Change Strategies; Educational Change; Educational Practices; School Restructuring; Cooperation; Special Education; Educational Principles; 1Mainstreaming

Identifiers: 1Council for Exceptional Children

I. Philosophy, History, and Viewpoints

Title:	Achieving Full Inclusion: Placing the Student at the Center of Educational Reform. In Stainback, W. & Stainback, S. (Eds.), Controversial Issues Confronting Special Education: Divergent Perspectives (pp. 3-11)
Author:	Lipsky, D., and Gartner, A.
Article Info:	1992, 9 pages
Available From:	Allyn and Bacon, 160 Gould St., Needham Heights, MA 02194
Category:	Philosophy
Format:	Book chapter

Abstract: The authors maintain that inclusion is enhanced by current reform efforts that place the student at the center of educational reform. The shift away from national, state, and local authorities to teacher empowerment, school-based management, and parental choice places students at the center, recognizing that they are the producers of their own learning. This new attitude is not a panacea for the problems that schools face. But the recognition of students as producers of learning "can be the necessary change that powers a third wave of school reform," the authors maintain.

EC302676 ED No. Not Yet Available

Title:	An Analysis of Student Outcomes Associated with Educational Programs Representing Full Inclusion and Special Class Models of Integration
Author:	Beckstead, Susan Porter and others
Article Info:	22 Jan 92, 30p, LEVL 1; for the Final Report, Years 1987-1992, see EC301898
Rep:	San Francisco State Univ., CA; California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED/OSERS), Washington, DC
Contract Number:	G0087C3056-90; G0087C3058
Document Type:	143
Geographic Source:	US; California
Journal Announcement:	RIE

Abstract: This descriptive study formulates a comprehensive picture of the structure, educational practices, and associated positive student outcomes of integrated programs for students with severe disabilities across a variety of California communities. Three of the seven participating programs represented the full inclusion model of integration implemented at the elementary level. Four of the programs represented special class models of integration; two were located at elementary schools and two at high schools. The study presents descriptive information on each of the models of integration, with quantitative measures of positive student outcomes. Outcome measures in this preliminary study were restricted to the quality of the students' individualized education programs (IEP), the extent of integrated activities for each child across the school day, and the extent and type of interactions occurring between the students with disabilities and their nondisabled schoolmates. Findings included the following: (1) the high school special class model received the highest rating for quality of IEPs; (2) students in the full inclusion programs spent an average of 94 percent of school hours in integrated settings; and (3) the amount of reciprocal interaction was almost identical across the three models. (37 references) (DB)

Descriptors: 2Severe Disabilities; Elementary Education; 1Mainstreaming; Normalization (Handicapped); Social Integration; High Schools; 1Outcomes of Education; Individualized Education Programs; Interaction Process Analysis; Models; 1Delivery Systems; Peer Relationship; 1Program Effectiveness; 1Special Classes

Identifiers: California; 1Inclusive Schools

EC231505 EJ414941

Title:	An Historical Perspective: The Delivery of Special Education to Mildly Disabled and At-Risk Students
Author:	Reynolds, Maynard C.
Article Info:	Remedial and Special Education (RASE), v10 n6 p7-11 Nov-Dec 1989 Special Issue: Alternative Models of Educational Service Delivery for Mildly Handicapped and At-Risk Students
Rep:	ISSN-0741-9325
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement:	CIJEFEB91

Abstract: A review of the history of special education delivery systems reveals a continuous trend toward progressive inclusion. Because it is now possible to serve all disabled students in neighborhood schools, remote specialized places such as the residential and day school are likely to be eliminated. (Author/DB)

Descriptors: At Risk Persons; Delivery Systems; *Disabilities; *Educational History; Educational Trends; Elementary Secondary Education; *Mainstreaming; Mild Disabilities; *Normalization (Handicapped); *Regular and Special Education Relationship; Residential Programs; *Special Education; Special Schools

EC602358

Title:	Are Researchers Missing the Boat on Inclusion?
Author:	Roper, Paul A.
Article Info:	Palaestra; v8 n1 p Fall 1991
Document Type:	080; 070; 120
Target Audience:	Practitioners; Researchers

Abstract: This article is an overview of the theoretical orientation of research on mainstreaming of students with disabilities. An attempt is made to demonstrate that the current approach is unproductive in bringing about progressive inclusion of students currently excluded. This model and its inherent assumptions entail paradigms which reinforce continuation of a two tier model of education, instead of a more effective paradigm viewing inclusion as a value-driven issue. (PB)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Models; 1Educational Change; Regular and Special Education Relationship; Normalization (of Handicapped); Research Problems

EC302264 ED359704

Title:	Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities
Author:	Yoder, David E.
Article Info:	May 93, 6p, LEVL 1; in Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape; see EC302252
Document Type:	120; 150
Geographic Source:	US; North Carolina
Journal Announcement:	RIE

Abstract: This keynote address discusses the importance of having a dream, or shared vision, of the future of individuals with severe disabilities within society. A dream of a social environment that encourages and enables communication with individuals with severe disabilities is proposed. A plan for turning that dream into reality focuses on effective communication partnering, where all members of society have the desire and skills needed to communicate effectively with individuals with severe disabilities. The presentation concludes with a journey on a flying machine, which provides an overview perspective of how the field has evolved through various emphases, including communication units (pre-1957 period), rules (1960s), communicative intent (early 1970s), communicative function (mid 1970s), dyadic interaction (late 1970s), and the ecological interrelationship of individual and environmental variables (1980s). The speech then urges the melding or merging of all previous phases if the dream of full inclusion and the scheme of effective partnering are to be attained. (Author/DB)

Descriptors: 2Severe Disabilities; 1Goal Orientation; 1Interpersonal Communication; 1Teamwork; 1Social Integration; Communication Skills; Futures (of Society); Intervention; Educational History

EC604044 EJ450124

Title: Educating All Students in School: Attitudes and Beliefs about Inclusion

Author: Pearman, Elizabeth L. and others

Article Info: Education and Training in Mental Retardation; v27 n2 p176-82 Jun 1992; Special Conference Issue

Available From: UMI

Document Type: 080; 143

Journal Announcement: CIJE

Abstract: This study surveyed the beliefs and attitudes of a Coloradoschool district personnel regarding the inclusion of allstudents. Responses (N=246) indicated significant differences between attitudes of elementary and secondary teaching staff, a need for more time for cooperative planning, and that the issue of inclusion had created tensions among staff. (Author/DB)

Descriptors: 2Disabilities; 1Mainstreaming; Social Integration; Elementary Secondary Education; 1Teacher Attitudes; 1Administrator Attitudes; School Districts; Beliefs; 1Regular and Special Education Relationship; Conflict

Identifiers: Teacher Cooperation

PS519249 EJ443456

Title:	Educating Students with Severe Handicaps in Regular Classes
Author:	Alper, Sandra; Ryndak, Diane Lea
Article Info:	Elementary School Journal, v92 n3 p373-88 Jan 1992 Special Issue: Integrating Learners with Disabilities
Rep:	ISSN: 0013-5984
Available From:	UMI
Language:	English
Document Type:	JOURNAL ARTICLE (080); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Journal Announcement:	CIJEAUG92

Abstract: Discusses the growing legal, philosophical, and empirical support for allowing students with severe handicaps to attend regular classes with peers of the same age. Presents advantages of integration for students with and without handicaps. Resources for bringing about integration are described. (GLR)

Descriptors: Computer Assisted Instruction; Educational Quality; Elementary Secondary Education; *Equal Education; Friendship; Grouping (Instructional Purposes); Individualized Education Programs; *Mainstreaming; *Peer Groups; Peer Teaching; *Regular and Special Education Relationship; *Severe Disabilities; Social Integration; Special Education; Student Attitudes; Student Placement; Teacher Role; Tutoring

Identifiers: Education for All Handicapped Children Act; McGill Action Planning System; Peer Modeling; Reintegration; Zero Rejection Concept

EC301793 ED353759

Title:	Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, DC, April 9-10, 1992)
Author:	Bunsen, Teresa D., Ed.; and others
Article Info:	1992, 220+p, LEVL 1; for individual papers, see EC301794-803
Contract Number:	H020K20061
Available From:	U of Northern Colorado, Div. of Special Education, McKee Hall, 318, Greeley, CO 80639 ($15)
EDRS Price:	MF01/PC09 plus postage
Language:	English
Document Type:	CONFERENCE PROCEEDINGS (021)
Geographic Source:	US; Colorado
Journal Announcement:	RIEJUN93

Abstract: This compilation of papers resulted from a forum which included professionals from higher education, special education, personnel training, medicine, and related services. The forum attempted to identify current trends in education of children and youth with disabilities and to link these trends to the training of personnel. Topics, originally identified from federal grant applications, fell into two categories: first, school-based practices and second, needs of children and youth affected by drugs and alcohol. Outcomes of discussion on these topics resulted in the following papers: "Focus on Special Education: Yesterday, Today, and Tomorrow" (James Tucker); "A Look at School-Based Practices from the Local Perspective: Decisions Among Friends vs. The Weenie Factor" (Ned S. Levine); "In-Service Training: School-Based Practice" (M. R. Bryan); "The School as the Center of Educational Reform: Implications of School-Based Practice for Research" (Linda A. Patriarca and Patricia Thomas Cegelka); "Developing Teacher Researchers: Preservice and Inservice Considerations" (Mark A. Koorland); "Philosophy, Differences, and Education" (Diane Baumgart); "A Consultant's Use of Qualitative Methods in Implementing Systems Change: A Snapshot of a Ridgeview High School Program in Special Education" (Diane Baumgart); "Issues in Certification Needs" (Philip R. Jones et al.); "Interventions for Infants Born Affected by Drugs and Alcohol" (Marilyn Krajicek); "Examination of Issues Related to Inservice Programming for Personnel Working with Children Who Are Prenatally Exposed to Drugs and Alcohol" (Lyndal M. Bullock et al.); and "Perspectives on Research in Alcohol and Drug Abuse as It Relates to Special Education and Personnel Preparation" (Robert E. Crow). (DB)

Descriptors: Alcohol Abuse; Congenital Impairments; *Disabilities; *Drug Abuse; Educational Needs; Educational Practices; Educational Trends; Elementary Secondary Education; Futures (of Society); *Prenatal Influences; Preschool Education; *Special Education; Substance Abuse; *Teacher Education; *Trend Analysis

EC604400

Title:	Full Inclusion of Students with Autism in General Education Settings: Values versus Science
Author:	Simpson, Richard L.; Sasso, Gary M.
Article Info:	Focus on Autistic Behavior; v7 n3 p1-13 Aug 1992
Document Type:	080; 120

Abstract: This article discusses the history of educational integration and full inclusion of children and youth with autism, as well as contributing factors and related decision- making processes. It reviews political, legal, legislative, and advocacy factors leading to the full-inclusion movement; examines the role of science in making decisions and evaluating progress; and proposes an integration of science, legislation, policy, and advocacy in the development of full-inclusion programs. (JDD)

Descriptors: 2Autism; Elementary Secondary Education; 1Mainstreaming; 1Values; Educational History; Educational Policy; 1Policy Formation; Political Influences; Child Advocacy; Federal Legislation; Program Development; 1Scientific Methodology

EC301427 ED348806

Title:	Inclusion
Author:	Nathanson, Jeanne H., Ed.
Article Info:	OSERS News in Print, v4 n4 Spr 1992 41p.; photos will not copy clearly
Available From:	OSERS News in Print, Room 3129, Switzer Building, 330 C St., SW, Washington, DC 20202-2524 (free)
EDRS Price:	MF01/PC02 plus postage
Language:	English
Document Type:	SERIAL (022)
Geographic Source:	US; District of Columbia
Journal Announcement:	RIEJAN93

Abstract: This theme journal issue focuses on current activities of the Office of Special Education and Rehabilitative Services which stress inclusion of students with disabilities in the mainstream. It begins with a message from the Assistant Secretary, Robert R. Davila which examines the full meaning of an "inclusive" education. Next, Barbara Buswell and Beth Schaffner, in "Building Friendships--An Important Part of Schooling", focus on how development of integrated friendships can be supported with examples from the PEAK Integration Project. "The Career Ladder Program Multi-district Outreach: The Road to Success" (by Shepherd Siegel and Deborah Brians) stresses principles of integration underlying this San Francisco (California) program. The following article, by Shirin D. Antia and Kathryn Kreimeyer, titled "Project Interact: Interventions for Social Integration of Young Hearing-Impaired Children," reports on two studies comparing the effectiveness of a social skills intervention and an integrated activities intervention. The following article, "Why Are These People Working?", by Frank Simpson, reports on employment activities and outcomes fostered by the Helen Keller Services for the Blind. Next, Judith A. Cook, in "Thresholds Theater Arts Program," describes vocational opportunities developed by the Thresholds National Research and Training Center on Rehabilitation and Mental Illness in Chicago (Illinois). "Closing the Sheltered Workshop: A Case Study of Agency Change" (Stephen Murphy and Pat Rogan) examines the change process at the Pioneer Activities Center (Syracuse, New York). Finally, Kenneth D. Gadow, summarizes the literature on "Medication and School Behavior." (Most articles include references.) (DB)

Descriptors: Agencies; Blindness; Career Development; Change Strategies; *Disabilities; Drug Therapy; Elementary Secondary Education; Federal Programs; Friendship; *Government Role; Grants; Hearing Impairments; Instructional Effectiveness; Interpersonal Competence; Intervention; Mental Disorders; Normalization (Handicapped); Program Descriptions; Research Projects; Sheltered Workshops; *Social Integration; Supported Employment; Theater Arts

Identifiers: *Office of Special Educ Rehabilitative Services

EC302610 ED No. Not Yet Available

Title:	Inclusion Practice Priorities Instrument
Author:	Montie, Jo and others
Article Info:	Jan 92, 12p, LEVL 1
Rep:	U of Minnesota, Minneapolis; Inst. on Community Integration
Sponsoring Agency:	Department of Education, Washington, DC
Contract Number:	H086D00014
Document Type:	160
Geographic Source:	US; Minnesota
Journal Announcement:	RIE
Target Audience:	Practitioners

Abstract: This instrument was developed to assist individuals or teams to review best practice indicators regarding the development of inclusive school communities and to establish priority targets for improvement. The instrument covers three areas: (1) school community issues, (2) team issues, and (3) classroom issues. For each area, there is a review sheet which gives examples of what "best practice" looks like and what it does not look like. Sample best practices include: the student uses the same restroom as same age peers, with the same level of privacy made available; the core team has implemented a workable method of ongoing communication to keep all team members communicating and aware of updates; and the student is assigned school jobs/responsibilities at the same frequency as classmates. Accompanying each review sheet is a worksheet which is used to structure a discussion of the best practice indicators. For each indicator, individuals are asked to consider whether they agree or disagree with the identification of that item as a best practice, determine the degree to which that practice is currently happening in the school community, and decide the level of priority to be given to improving upon that practice. For best practices identified as top priorities for improvement, action plan sheets are provided. (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Educational Practices; 1Social Integration; Normalization (Handicapped); Teamwork; Educational Improvement; Classroom Techniques; 1Program Evaluation; Educational Quality; Educational Environment; Self Evaluation (Groups)

EC302618 ED No. Not Yet Available

Title:	Inclusive Schools Movement and the Radicalization of Special Education Reform
Author:	Fuchs, Douglas; Fuchs, Lynn S.
Article Info:	Jul 93, 41+p, LEVL 1
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC; National Inst. of Child Health and Human Development (NIH), Bethesda, MD
Contract Number:	H023C10086-92; HD-15052
Document Type:	120
Geographic Source:	US; Tennessee
Journal Announcement:	RIE

Abstract: This critical discussion of current trends in special education examines the current inclusive schools movement and compares it to the regular education initiative (REI). After contrasting the two movements' respective advocates, goals, tactics, and understanding of and links to general education, the paper argues that the field's rhetoric has become increasingly strident and its perspective has become increasingly insular and disassociated from general education's concerns. Especially noted is the disproportional influence in the inclusive schools movement of those concerned with individuals with severe intellectual disabilities (especially The Association for the Severely Handicapped) and their rejection of the concept of a continuum of placement options. Goals of the inclusionists are seen as focusing on abolishing special education and promoting social competence (in contrast to REI's emphasis on preventing academic failure and emphasizing academic standards and accountability). Special education is blamed by many in the inclusive schools movement as being responsible for general education's failure to accommodate diverse student needs. Believers in full inclusion are urged to put the specific needs of individual children first and to compromise with general education. However, a pessimistic prediction is proffered concerning the current movement's ability to forge a productive alliance with general education. (120 references) (Author/DB)

Descriptors: 2Disabilities; 2Severe Disabilities; Elementary Secondary Education; 1Special Education; 1Educational Trends; 1Regular and Special Education Relationship; Trend Analysis; Opinions; 1Mainstreaming; Social Integration; Normalization (Handicapped); Attitudes; School Restructuring; Educational Change

EC300077 ED329081

Title:	Integrated Education. Feature Issue
Author:	York, Jennifer, Ed.; Vandercook, Terri, Ed.
Article Info:	Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities. IMPACT, v1 n2 Win 1988 1988 21p
Sponsoring Agency:	Administration on Developmental Disabilities (DHHS), Washington, DC
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	SERIAL (022)
Geographic Source:	US; Minnesota
Journal Announcement:	RIEJUL91
Target Audience:	Practitioners

Abstract: This "feature issue" provides various perspectives on a number of integrated education topics, including successful integration practices and strategies, the changing roles of teachers, the appropriate role of research, the history and future of integrated education, and the realization of dreams of life in the mainstream for children with severe disabilities. Titles and authors of articles include: "Past, Present, and Future of School Integration" (Maynard C. Reynolds); "Full Inclusion Is Possible" (Marsha Forest); "Realizing the Vision for Michael" (Dorothy Skamulis); "The Role of Research in Integration" (William Stainback and Susan Stainback); "Integration--The Legal Imperative" (Larry Ringer and Sonja Kerr); "'Caught in the Curriculum': A Synopsis" (Roger Strand); "Integrated Education and Organizational Change" (Richard Schattman); "Regular Class Integration at Middle School: Feedback from Classmates and Teachers" (Jennifer York and others); "Enhancing Educational Success through Collaboration" (Jacqueline S. Thousand and Richard A. Villa); "Team Membership: Who's on First?" (Linda Kjerland and others); "What's in an IEP? Writing Objectives for an Integrated Education" (Jennifer York and Terri Vandercook); "Integrated Education: MAPS To Get You There" (Terri Vandercook and Jennifer York); and "Cath, Jess, Jules, and Ames...A Story of Friendship" (Terri Vandercook and others). A list of six resources on integrated education is also included. (JDD)

Descriptors: Cooperative Planning; Educational Cooperation; Educational History; *Educational Practices; Educational Research; Elementary Secondary Education; Friendship; Futures (of Society); Individualized Education Programs; Legal Responsibility; Mainstreaming; Organizational Change; *Severe Disabilities; *Social Integration; Student Educational Objectives; Teacher Role; Teamwork

EC606770 EJ468841

Title:	Integration Strategies for Learners with Severe Multiple Disabilities
Author:	Eichinger, Joanne Woltman, Sheila
Article Info:	Teaching Exceptional Children; v26 n1 p18-21 Fall 1993
Available From:	UMI
Document Type:	080; 141
Journal Announcement:	CIJE
Target Audience:	Administrators

Abstract: This article reports the experiences of one school district as it moved from serving students with severe disabilities in segregated programs to a full inclusion model. Year 1 focused on getting started, planning, and beginning integration efforts and year 2 on implementation of a structured peer integration program. Applicability of the full inclusion model is discussed. (DB)

Descriptors: 2Severe Disabilities; 2Multiple Disabilities; 1Mainstreaming; 1Normalization (Handicapped); Elementary Secondary Education; School Districts; Social Integration; 1Models; Program Development; Program Implementation

Identifiers: 1Full Inclusion Model

EC901188

Title:	Is There a Desk with My Name on It? The Politics of Integration
Author:	Slee, Roger, Ed.
Article Info:	1993, 268p
Rep:	ISBN-0-75070-175-7
Available From:	Taylor & Francis Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 ($32.50)
Document Type:	020; 070; 141
Target Audience:	Practitioners

Abstract: This book chronicles the experiences of practitioners pursuing the complete integration of students with disabilities in regular school settings in Canada, Australia, The United Kingdom and the United States. Selections provide policy analysis as well as a focus upon the implications of policy for teachers, parents and students at the school level. Part I examine the history of the movement in "Integration in Victorian Schools: Radical Social Policy or Old Wine?" (Lewis) and "Divide and Rule: A Study of Two Dividing Practices in Queensland Schools" (Meadmore). Part II examines international perspectives on integration in the following papers: "The Politics of Integration: Observations on the Warnock Report" (Barton and Landman); "Special Educational Needs in a New Context: Micropolitics, Money and 'Education for All'" (Gold et al); "Hanging on by a Thread: Integration into Further Education in Britain" (Corbett); "From Integration to Inclusion: The Canadian Experience" (Uditsky); and "What Is This 'Least Restrictive Environment' in the United States?" (Henderson). Part III, "Politics and Pedagogy: Inclusive or Exclusive Schools?" includes: "Implementing Policy: Some Struggles and Triumphs" (Semmens); "Schools and Contests: A Reframing of the Effective Schools Debate?" (Fulcher); "Integrating the Secondary School Curriculum: Balancing Central and Local Policies" (Knight); "Contests in Decision Making at the School Level" (Marks); "Inclusive Learning Initiatives: Educational Policy Lessons from the Field" (Slee); "Teacher Education as a Strategy for Developing Inclusive Schools" (Ainscow); and "Developing Effective Whole School Approaches to Special Educational Needs: From School Effectiveness Theory to School Development Practice" (Ramasut and Reynolds). A final section on parents, students and integration includes: "How Disabling Any Handicap Is Depends on the Attitudes and Actions of Others: A Student's Perspective" (Walsh); "A Parent's Perspective on Integration" (Lyons); and "Integration: Another Form of Specialism" (Rice).(PB)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; Foreign Countries; 1Comparative Education; Special Education; 1Regular and Special Education Relationship; Social Integration; Normalization (of Handicapped); 1Grouping (Instructional Purposes); 1Educational Change; Educational Trends; Trend Analysis; Policy Formation; School Effectiveness; Educational Legislation; Attitudes

Identifiers: Australia; Canada; United Kingdom

EC302609 ED No. Not Yet Available

Title:	Learning Together...Stories and Strategies
Author:	Vandercook, Terri and others
Article Info:	1989, 37p, LEVL 1
Rep:	U of Minnesota, Minneapolis; Inst. on Community Integration
Sponsoring Agency:	Minnesota State Dept. of Education, St. Paul; Office of Special Education and Rehabilitative Services (ED), Washington, DC
Contract Number:	37010-57613; G008630347-88
Document Type:	020; 120
Geographic Source:	US; Minnesota
Journal Announcement:	RIE
Target Audience:	Practitioners

Abstract: This monograph presents a collection of experiences and insights about building inclusive school communities in which all members, adults and children, learn and grow together. The monograph addresses the challenging and hopeful venture of welcoming all children into their neighborhood schools, regardless of their abilities and interests. The more than 60 brief anecdotes reflect how children of today are being afforded opportunities to accept, value, and appreciate diversity and to see similarities in all people. The experiences describe successful instances in the inclusion process and provide examples of effective educational practices. (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Social Integration; Educational Practices; Classroom Techniques; 1Personal Narratives; Student Experience; Learning Experience; Normalization (Handicapped); Peer Acceptance; Peer Relationship

Identifiers: 1Diversity (Student)

EC606068

Title:	Making Mainstream Work
Author:	Banks, Jeri
Article Info:	ICEC Quarterly; v41 n3 p22-27 Sum 92
Document Type:	080; 120; 055
Target Audience:	Administrators; Practitioners

Abstract: Educators need to focus on specific ways to make mainstreaming work with emphasis on five areas: (1) placement, (2) enhancement, (3) relations, (4) identity, and (5) monitoring. Specific programs in these five areas have been developed at one Chicago school creating a school community stressing inclusion. (Author/DB)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Program Development; 1Social Integration; 1Mainstreaming; Educational Environment

EC607405

Title:	Morality and Freedom: Challenges to a Field in Transition
Author:	Dillon, Michael R.
Article Info:	Mental Retardation; v31 n5 piii-viii Oct 1993
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: The president of the American Association on Mental Retardation looks at recent trends in the field in the context of moral values. The paper notes positive trends toward more inclusionary programs and policies and emphasis on consumer empowerment, and urges professionals to support and assist clients as they exercise their right to self determination. (DB)

Descriptors: 2Mental Retardation; 1Personal Autonomy; Decision Making; 1Moral Values; Attitudes; Individual Development; Civil Liberties; Trend Analysis; Normalization (Handicapped); 1Social Integration; Self Determination

Identifiers: 1Empowerment

EC606058

Title: My Child Has a Classmate with Severe Disabilities: What Parents of Nondisabled Children Think about Full Inclusion

Author: Giangreco, Michael F. and others

Article Info: Developmental Disabilities Bulletin; v20 n2 p1-12 1992

Document Type: 080; 143

Abstract: A survey of 81 parents of nondisabled children who were classmates of a child with severe disabilities indicated that most parents reported their child's experience was comfortable and positive, that the experience had positive effect on their child's social/emotional growth, and that it did not interfere with their child receiving a good education. (Author/DB)

Descriptors: 2Severe Disabilities; 1Mainstreaming; 1Student Attitudes; Student Development; 1Parent Attitudes; Elementary Secondary Education; Educational Quality; Peer Relationship; Surveys; Social Integration

Title:	Options and Choices - Necessary Steps to Success
Author:	National Association of Private Schools for Exceptional Children (NAPSEC)
Article Info:	1993, 1 page
Price:	Free
Available From:	National Association of Private Schools for Exceptional Children (NAPSEC), 1522 K Street, NW, Suite 1032, Washington, DC 20005; (202) 408-3338
Category:	Policies/Position Papers
Format:	Policy statement

Abstract: The National Association of Private Schools for Exceptional Children (NAPSEC) is a nonprofit association whose mission is to promote excellence in educational opportunities for special needs children. NAPSEC schools provide special education for preschool, elementary, and secondary aged children and young adults with mild to severe disabilities who are in need to individualized education programs.

The NAPSEC policy on inclusion defends separate classrooms and schools as appropriate for some students with disabilities. The organization expresses the concern that the "all or nothing" approach to placing children with disabilities in regular education classrooms emphasizes a "program ideal instead of a child's individual and unique educational needs," which may result in the child not achieving his/her maximum potential. Students who are served in separate classrooms and schools, the NAPSEC maintains, "are receiving the type of additional assistance necessary to help them succeed, not to keep them from succeeding."

EC301798 ED353764

Title:	Philosophy, Differences, and Education
Author:	Baumgart, Diane
Article Info:	1992 15p.; in Bunsen, Teresa D., Ed., and others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, DC, April 9-10, 1992); see EC301793.
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	CONFERENCE PAPER (150)
Geographic Source:	US; Idaho
Journal Announcement:	RIEJUN93

Abstract: This paper argues that the philosophic assumptions underlying full inclusion efforts for students with severe disabilities and other restructuring movements are actually barriers to "best practice" implementation, and an alternative perspective based on social relations is offered. First two different perspectives on disability, the "different person" perspective (which sees differences as inherent and immutable) and the rights perspective (which views all individuals as entitled to the same rights, services, and outcomes) are compared. Both perspectives are seen to result in a dilemma and be inappropriate to guide current restructuring. In contrast, the social relations perspective views differences in the context of relationships which are expected to change with time or as the comparison basis changes. This perspective is applied to a case in which an emphasis on gender differences in provision of maternity leave is replaced with relation-based provision of parental or family leave. Other examples apply the social relations perspective to inclusion of students with severe disabilities and the provision of bilingual/bicultural education to all students and not just to the Spanish-speaking minority. (15 references) (DB)

Descriptors: *Access to Education; *Educational Philosophy; Educational Practices; Elementary Secondary Education; *Human Relations; *Individual Differences; Interpersonal Relationship; Limited English Speaking; *Mainstreaming; Models; *Severe Disabilities

EC607453

Title:	Position Paper, Concerns [and] a Reaction to Full Inclusion of All Students with Learning Disabilities in the Regular Education Classroom
Article Info:	Journal of Learning Disabilities; v26 n9 p594-96 Nov 1993
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: Three papers present the positions of national organizations on full inclusion of students with learning disabilities in regular education classrooms, including the Learning Disabilities Association of America, Council for Learning Disabilities, and National Joint Committee on Learning Disabilities. All three papers call for a continuum of services for these students. (JDD)

Descriptors: 2Learning Disabilities; 1National Organizations; 1Mainstreaming; Elementary Secondary Education; 1Position Papers

EC301700 ED352770

Title:	Position Statements of the Association for Retarded Citizens of the United States
Author:	The ARC, Arlington, TX
Article Info:	1991 33p
Sponsoring Agency:	Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76006 ($2)
EDRS Price:	MF01 plus postage; PC not available from EDRS
Language:	English
Document Type:	POSITION PAPER (120)
Geographic Source:	US; Texas
Journal Announcement:	RIEMAY93

Abstract: This compilation of position statements of the Association for Retarded Citizens (ARC) describes what the Association believes on critical issues related to rights, treatment, services, and programs for children and adults with mental retardation and their families. This publication contains positions that the Board of Directors of ARC of the United States agreed, in 1988, should remain in force as written and those new and/or revised that were approved by the ARC's Delegate Body in 1989 and 1990. Specific position statements address the following topics: the rights of people with mental retardation, quality assurance, family support, individual service coordination (case management), integration, self-advocacy, sexuality, education, employment, residential living arrangements, behavior intervention, guardianship, and prevention of mental retardation. (JDD)

Descriptors: Behavior Modification; *Civil Rights; Educational Opportunities; Elementary Secondary Education; Employment Opportunities; Family Programs; Mainstreaming; *Mental Retardation; Place of Residence; *Position Papers; Prevention; Private Agencies; Quality Control; Sexuality; Social Integration; *Voluntary Agencies

Identifiers: *Association for Retarded Citizens; Case Management; Self Advocacy

EC607085

Title:	Practices for Young Children with and without Disabilities: A Comparison of DEC and NAEYC Identified Practices
Author:	McLean, Mary E.; Odom, Samuel L.
Article Info:	Topics in Early Childhood Special Education; v13 n3 p274-292 Fall 1993
Available From:	UMI
Document Type:	080; 141
Journal Announcement:	CIJE

Abstract: This article compares recommended practices identified by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Similarities and differing emphases are noted in the areas of inclusion, family involvement, assessment, program planning, curriculum and intervention strategies, service delivery models, and transition. (Author/DB)

Descriptors: 2Disabilities; Organizations (Groups); 1Regular and Special Education Relationship; 1Early Childhood Education; Special Education; 1Educational Practices; Educational Quality; Educational Principles; 1Guidelines; Early Intervention; Mainstreaming; Delivery Systems

Identifiers: 1Council for Exceptional Children (Div Early Child); 1National Association Educ of Young Children

EC301857 ED354680

Title:	Quality Program Indicators Manual for Students with Moderate and Severe Handicaps; Kentucky Systems Change Project
Author:	Kleinert, Harold L.; and others
Article Info:	Jun 1990 98p.
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC
Contract Number:	G0087C3061-89; G0087C3061-90
Available From:	University of Kentucky, Interdisciplinary Human Development Institute, 114 Mineral Industries Bldg., Lexington, KY 40506-0051 ($5)
EDRS Price:	MF01/PC04 plus postage
Language:	English
Document Type:	NONCLASSROOM MATERIAL (055)
Journal Announcement:	RIEJUL93
Target Audience:	Practitioners; Parents; Teachers; Administrators

Abstract: This document presents a "Quality Program Indicators Checklist" developed with the goal of program improvement in classrooms for students in Kentucky with moderate and severe handicaps. The checklist evaluates program effectiveness in six component areas: (1) integration (interaction opportunities and teacher behaviors supportive of integration and individual integrated student outcomes); (2) functional curriculum (local catalog of age-appropriate activities, parent participation, assessment, and IEP goals); (3) systematic instructional procedures (individualized instruction, program data analysis, social behavior change programs, program management and environmental design); (4) community-based instructional programs (goal selection, frequency, implementation, emergency procedures); (5) transdisciplinary services and integrated therapy (block scheduling, assessment, embedded related services objectives, integrated service delivery, integration of adaptations, consultation and role release, information exchange and team meetings, implementation issues); and (6) vocational instruction and Individual Transition Plans. Each component has a brief introduction, rationale, and set of best practice indicators. Each measure has a data source and criteria for exemplary implementation. The quality indicators are correlated with established Kentucky curriculum goals and with findings of the school effectiveness movement for all students. (References for each component area.) (JDD)

Descriptors: Check Lists; Curriculum; *Disabilities; *Educational Practices; *Educational Quality; Elementary Secondary Education; Individualized Education Programs; Integrated Activities; Interdisciplinary Approach; Mainstreaming; *Measurement Techniques; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; *Severe Disabilities; Social Integration; Teaching Methods; Transitional Programs; Vocational Education

EC605995 EJ464092

Title:	Reader Response: In My Dreams: A Response to Some Current Trends in Education
Author:	Billingsley, Felix F.
Article Info:	Journal of the Association for Persons with Severe Handicaps; v18 n1 p61-63 Spr 1993
Available From:	UMI
Document Type:	080; 120
Journal Announcement:	CIJE
Target Audience:	Practitioners; Policymakers; Community

Abstract: Fears concerning possible results of including students with severe disabilities in regular programs are raised, including: (1) the insinuation of constructivism into a system emphasizing inclusion (rather than instruction); (2) a lack of policies to preserve educational integrity; and (3) elimination of special education as a full partner with regular education. (DB)

Descriptors: 2Severe Disabilities; 1Mainstreaming; Elementary Secondary Education; 1Educational Needs; 1Regular and Special Education Relationship; Educational Policy; Social Integration

EC607587

Title:	Reflections on "Taylor's Story: Full Inclusion in Her Neighborhood Elementary School"
Author:	Kozleski, Elizabeth B.
Article Info:	Exceptionality: A Research Journal; v4 n3 p193-97 1993
Document Type:	080; 120
Journal Announcement:	CIJE

Abstract: This reflective commentary by the author of EC607584 points out that discussion about inclusion of students with severe disabilities should focus on how it may address the contextually complex variables that support effective instruction for all students. Teachers should be given the flexibility to implement curricula that result in different outcomes for different learners. (JDD)

Descriptors: 2Severe Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Social Integration; Normalization (Handicapped); Educational Methods; Instructional Effectiveness; Teacher Role; Curriculum Development; 1Student Educational Objectives

EC302675 ED No. Not Yet Available

Title:	School Restructuring and Full Inclusion
Author:	Sailor, Wayne and others
Article Info:	1992, 89p, LEVL 1; for the Final Report, Years 1987-1992, see EC301898
Rep:	San Francisco State Univ., CA; California Research Inst. on the Integration of Students with Severe Disabilities
Sponsoring Agency:	Department of Education, Washington, DC
Document Type:	120
Geographic Source:	US; California
Journal Announcement:	RIE
Target Audience:	Policymakers

Abstract: This monograph addresses the issue of full inclusion of children and youth with severe intellectual disabilities and whether this form of social and academic integration is consistent with the direction of present school reform policies. The first section examines the implications of current efforts in educational reform. A case study illustrates differences between integration and inclusion. Key elements of full inclusion are identified: (1) full general education class membership; (2) full perception of "ownership" by the general education program (including special education); (3) individual outcomes-based decision making; (4) student-based services with team curriculum design; and (5) site team coordination of services and educational support. Next, issues in education policy are discussed such as recent trends in general education policy and reform. The following critical variables in school restructuring are identified: curriculum revision, performance-based assessment, decentralized instruction, school autonomy, site-based management and budgeting, shared decision making, infusion and coordination of educational resources, and community involvement. Finally, the comprehensive local school is described as a framework for inclusion through delivery of a variety of special education services and through systematic team design of the individual's curriculum within the general curriculum. (87 references) (DB)

Descriptors: 2Severe Mental Retardation; Elementary Secondary Education; 1Mainstreaming; 1Normalization (Handicapped); 1Social Integration; Peer Relationship; 1Regular and Special Education Relationship; Curriculum Development; Individualized Instruction; 1School Restructuring; Educational Change; Change Strategies; Teamwork; Educational Policy; Delivery Systems

Identifiers: 1Inclusive Schools; Performance Based Assessment

EC605782

Title:	Special Education and the Great God, Inclusion
Author:	Diamond, Stanley C.
Article Info:	Beyond Behavior; v4 n2 p3-6 Win 1993
Document Type:	080; 120

Abstract: The movement toward inclusion of students with disabilities in regular education classes reduces the variety of options for such youngsters and narrows the continuum of services offered to them. It would be unwise to eliminate separate programs at a juncture which does not provide for all children and with knowledge that fails to indicate that every need can be accommodated in a public school, integrated setting. (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Educational Policy; Special Education; Regular and Special Education Relationship; Special Programs; Special Schools; 1Student Needs

EC602761 EJ442972

Title:	Special Education's Role in Literacy and Educational Reform
Author:	Sindelar, Paul T. and others
Article Info:	Teaching Exceptional Children; v24 n3 p38-40 Spr 1992
Available From:	UMI
Document Type:	080; 141
Journal Announcement:	CIJE

Abstract: This article introduces four papers addressing the contribution of special education to educational reform, especially the goals set forth in the America 2000 plan. Issues are raised concerning inclusion or exclusion of students with disabilities in reforms, and the practical nature of special education's contributions are emphasized. (DB)

Descriptors: 2Disabilities; 1Educational Change; 1Educational Policy; Government Role; Educational Assessment; Educational Objectives; 1Special Education; 1Regular and Special Education Relationship; Elementary Secondary Education; Mainstreaming

Identifiers: 1America 2000

EC302196 ED358633

Title:	Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools); final report
Author:	Campbell, Patrick and others
Article Info:	1993, 400+p, LEVL 1; see also EC302197-200
Rep:	California State Dept. of Education, Sacramento; Div. of Special Education
Sponsoring Agency:	Office of Special Education and Rehabilitative Services (ED), Washington, DC
Contract Number:	G0087C3058
Document Type:	141; 142
Geographic Source:	US; California
Journal Announcement:	RIE
Government:	State

Abstract: This final report describes the PEERS (Providing Education for Everyone in Regular Schools) Project, a 5-year collaborative systems change project in California to facilitate the integration of students with severe disabilities who were previously served at special centers into services at regular schools and the integration of students in special classes in regular schools into general education. The project resulted in more than 3000 students with severe disabilities making the transition from special centers to age-appropriate regular school sites or general education classrooms. Other project outcomes included: (1) development and dissemination of 17 products; (2) training and technical assistance to a total of 450 local education agencies (LEAs); and (3) revision of pupil count and compliance review procedures to obtain better integration data. Sixteen appendices include the following: the PEERS Integration/Inclusion Needs Assessment; a sample LEA plan; PEERS implementation site criteria for inclusive programs; the PEERS consultant bank; and a preservice course syllabus. Appendices also include the following documents: "Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide" (Simon et al.); "Systems Change: A Review of Effective Practices" (Karasoff et al.); "Curriculum Adaptation for Inclusive Classrooms" (Neary et al.); "PEERS Guidelines for Full Inclusion" (Neary et al.); "Parent Perceptions of Integration Transitions" (Hanline and Halvorsen); "Integration of Students with Severe and Profound Disabilities: A Review of Research" (Halvorsen and Sailor); and "The Elementary School Principal's Role in the Education of Students with Severe Disabilities" (Smith). (DB)

Descriptors: 2Disabilities; 2Severe Disabilities; 1Mainstreaming; Elementary Secondary Education; State Programs; Social Integration; Technical Assistance; Information Dissemination; Demonstration Programs; Program Development; Program Implementation; Program Effectiveness; Compliance (Legal); State Standards; 1Change Strategies

EC607584

Title:	Taylor's Story: Full Inclusion in Her Neighborhood Elementary School
Author:	Kozleski, Elizabeth B.; Jackson, Lewis
Article Info:	Exceptionality: A Research Journal; v4 n3 p153-75 1993
Document Type:	080; 143
Journal Announcement:	CIJE

Abstract: Analysis of the experience of a student with severe mental retardation who experienced full inclusion in her neighborhood elementary school revealed that the student's opportunities for social participation and friendship improved, several adaptive skills were developed, the classroom teacher played a critical role in orchestrating the level of academic inclusion, and transition planning was essential. (Author/JDD)

Descriptors: 2Severe Mental Retardation; Elementary Education; 1Mainstreaming; 1Social Integration; Normalization (Handicapped); 1Student Development; Student Experience; Social Development; Friendship; Skill Development; Adaptive Behavior (of Disabled); Teacher Role; Transitional Programs; Educational Planning; Case Studies

EC602314

Title:	Two Roads: Exclusion or Inclusion?
Author:	Forest, Marsha; Pearpoint, Jack
Article Info:	Developmental Disabilities Bulletin; v19 n1 p1-11 1991; Special Issue on Integration
Document Type:	080; 120
Target Audience:	Practitioners

Abstract: This paper compares and contrasts inclusive and exclusive alternative approaches to educating students with disabilities or giftedness and finds inclusivity vastly preferable. Common arguments against educational integration are reviewed, as are institutional and attitudinal barriers to change in general. Experiences from the Centre for Integrated Education and Community's ten years in mainstreaming are shared. (PB)

Descriptors: 2Disabilities; Elementary Secondary Education; 2Gifted; 1Mainstreaming; 1Regular and Special Education Relationship; Special Education; 1Resistance to Change; Change Strategies; Heterogenous Grouping; 1Social Integration

EC302009 ED356575

Title:	The Early Integration Training Project; final report
Author:	Magliocca, Larry A. and others
Article Info:	31 Mar 93, 47+p, LEVL 1; for a related document, see ED350731
Rep:	Ohio State Univ., Columbus. Center for Special Needs Populations
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC; Early Education Program for Children with Disabilities
Contract Number:	H024P90004
Document Type:	141; 142
Geographic Source:	US; Ohio
Journal Announcement:	RIE

Abstract: This final report describes activities of the Early Integration Training Project (EITP), which provided multidisciplinary inservice training to child-care personnel in Ohio to facilitate the inclusion of young children (birth through age 5) with disabilities in typical community early childhood programs. The 3-year project has provided a 15-hour training program to 1,046 individuals from 35 Ohio counties. The training approach was developed to be suitable for mixed audiences, to promote the development of relationships among providers, and to utilize collaborative interagency features. The resulting training program consists of four modules entitled: (1) "What is Integration?"; (2) "Who Are the Children?"; (3) "Who Are the Adults?"; and (4) "Problem Solving and Preparation for Integration." Participant evaluation was found to be uniformly high, and follow-up evaluation found significant changes in participant awareness of the issues and changes in practice. A total of 102 children were reported to be integrated as a direct result of the training program. This report includes sections on: the project's goals and objectives, the theoretical and conceptual framework of the project, description of the model and participants, methodological and logistical problems and solutions, evaluation approach, project impact, and sources of further information. (DB)

Descriptors: 2Disabilities; Preschool Education; 1Child Caregivers; Day Care Centers; 1Mainstreaming; Social Integration; Staff Development; Training Methods; Workshops; Technical Assistance; Interdisciplinary Approach; Attitude Change; Special Education; 1Inservice Education; Agency Cooperation; Problem Solving

Identifiers: 1Ohio

EC302237 ED359677

Title:	The Inclusion Papers: Strategies to Make Inclusion Work; A Collection of Articles
Author:	Pearpoint, Jack and others
Article Info:	1992, 145+p, LEVL 1; additional Support was provided by the Secretary of State and the Multiculturalism & Citizenship Canada
Sponsoring Agency:	Imperial Oil Co. Ltd., Toronto (Ontario)
Available From:	Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada M6H2S5 ($12, plus $3 shipping; quantity: $10, plus $3 shipping)
Document Type:	020; 120
Geographic Source:	Canada; Ontario
Journal Announcement:	RIE

Abstract: This collection of over 30 papers presents the view that all persons should be equally valued, provided equal opportunities, viewed as unique individuals, and be exposed to and learn from and about people with diverse characteristics. The papers offer insight into the process of moving forward to achieve both equity and excellence for all people, labeled "disabled" or not, in educational and other community settings. The articles call for advocacy, attitude change, and expanded availability of appropriate supports and services within schools and communities to allow everyone to participate and contribute in a meaningful way. Titles of sample papers include: "Two Roads: Inclusion or Exclusion"; "The 'Butwhatabout' Kids"; "Annie's Gift"; "Common Sense Tools: MAPS and CIRCLES"; "MAPS: Action Planning"; "Dreaming, Speaking and Creating"; "Kick 'em Out or Keep 'em In"; "Vive la Difference"; and "Natural Support Systems." (JDD)

Descriptors: 2Disabilities; Elementary Secondary Education; 1Mainstreaming; 1Social Action; 1Social Integration; Handicap Discrimination; Equal Education; 1Advocacy; Attitude Change; Community Programs; Humanism

Title:	The Two Faces of Inclusion: The Concept and the Practice
Author:	CASE Research Committee, Indiana University
Article Info:	1993
Price:	$142 ($255 if purchased as a set with Facing Inclusion Together)
Available From:	Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589; Publication Sales
Category:	Video
Format:	Videotape

Abstract: This video is the first of a set including Facing Inclusion Together Through Collaboration and Co-Teaching in which students, teachers, parents, administrators, and university professors discuss how they define and interpret the concept of inclusion. Teachers and scholars describe how inclusion benefits all students, and students and parents describe how inclusion has made a difference in their views of themselves and their school programs. The video addresses eight main points:

- The definition and meaning of inclusion
- The characteristics of an inclusive school culture
- Contrasting inclusion with mainstreaming, least restrictive environment and the continuum of services
- Environment and the continuum of services
- The heart of the inclusion debate
- Fears and barriers to starting an inclusion program
- Making inclusion work
- Community integration and outcomes
- Benefits and costs

EC302140 ED357592

Title:	What Do Regular Class Teachers Think about Emotional/Behavior Disordered Students?
Author:	Center, David B.
Article Info:	Apr 93, 7+p, LEVL 1; paper presented at the Annual Conference of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993)
Document Type:	143; 150
Geographic Source:	US; Georgia
Journal Announcement:	RIE

Abstract: This study surveyed a random sample of 150 regular educators divided equally among elementary, middle, and secondary teachers, concerning their perception of the need for special education services for students with emotional or behavior disorders. It also examined teacher attitudes about the degree of placement restrictiveness needed by such students. The 102 respondents perceived aggressive students as having the greatest need for special services and the most restrictive settings. Anxious/withdrawn students were seen as having the least need for services and the least restrictive placements. Analysis of the responses considers grade level taught, extent of teaching experience, and sex of the respondents. Implications of these results for inclusion of students with emotional or behavior disorders are discussed. (Author/DB)

Descriptors: 2Emotional Disturbances; 2Behavior Disorders; 1Mainstreaming; Elementary Secondary Education; 1Teacher Attitudes; 1Student Placement; Student Characteristics; Aggression; Anxiety; Withdrawal (Psychology); Teacher Characteristics; Surveys

J. Media

Title:	All Kids Belong: Sarah's Story
Author:	Multnomah Education Service District
Article Info:	1992, 13 minutes
Available From:	Multnomah Education Service District, 11611 N. E. Ainsworth Circle, Portland, OR 97220; (503) 257-1673
Price:	$25 plus $5 shipping and handling
Category:	Video
Format:	Videotape

Abstract: This is a documentary of one student's experience as she moved from a segregated educational environment to her home school during first and second grade. Although Sarah has cerebral palsy and mental retardation considered severe, she is able to make progress and actually begins to walk for the first time in a regular education environment. A circle of friends program assures that she has a support system of friends. A team of general educators, Sarah's parents, a consultant, and the principal provide insight into the inclusion process and Sarah's experiences as a first and second grader in an inclusive setting.

EC302449 ED361978

Title:	Andreas--Outcomes of Inclusion. [videotape]
Article Info:	1991, LEVL 3
Rep:	U of Vermont, Burlington; Center for Developmental Disabilities
Available From:	Vermont Statewide Systems Support Project, University Affiliated Program, 499C Waterman Bldg., Burlington, VT 05405 ($19 includes shipping and handling; 18 minutes)
Document Type:	100; 141
Geographic Source:	US; Vermont

Abstract: This 18-minute videotape illustrates Vermont's program of full inclusion of students with disabilities through following Andreas, an Asian-American teenager with severe disabilities who has been successfully included in regular classes in his local high school. The videotape shows him attending regular classes, working in a local animal hospital, and participating in after school activities with his school friends. (DB)

Descriptors: 2Severe Disabilities; 2Ethnic Groups; Asian Americans; High Schools; Case Studies; 1Social Integration; 1Mainstreaming; Outcomes of Education; 1State Programs; State Standards

Identifiers: 1Vermont

CE051911 ED303640

Title:	An Examination of the Perceptions of Vocational Administrators and Instructors of the Instructional Needs of Special Needs Students
Author:	Kleinle, Mark Philip
Article Info:	Dec 1988 23p; paper presented at the American Vocational Association Convention (St. Louis, MO, December 2-6, 1988)
EDRS Price:	MF01/PC01 plus postage
Language:	English
Document Type:	RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source:	US; Pennsylvania
Journal Announcement:	RIEJUL89

Abstract: A study examined the inservice needs of vocational educators related to the inclusion of special needs students in vocational classes. Purposes were to determine the statewide enrollments of special needs students in vocational programs; to examine the instructional needs of vocational educators for working with these students at three schools; to describe the history, program characteristics, and instructional strategies of working with these students; and to compile a list of inservice needs for instructors. The population included 5 administrators, 3 special needs support persons, and 42 instructors. Data were collected from descriptive information about secondary vocational programs in Pennsylvania obtained through publications from the Department of Education; questionnaires sent to the three schools; and interviews with administrators and special needs persons at the schools. Topics identified as being priorities for teachers dealing with special needs students were teacher attitudes, the mainstreaming process, involvement in the Individualized Education Plan, identification of special students, and teachers' rights. Instructors, administrators, and support persons had needs unique to their professional positions and school settings. Recommendations include inservice program development with instructor involvement in the planning.(YLB)

Descriptors: *Administrator Attitudes; *Disabilities; *Educational Needs; Educational Research; Handicap Identification; Individualized Education Programs; *Inservice Teacher Education; *Mainstreaming; *Needs Assessment; Secondary Education; State Surveys; Teacher Attitudes; Teaching Skills; *Vocational Education

Title:	Choices
Author:	Project Choices: Illinois State Board of Education
Article Info:	1991, 28 minutes
Available From:	Comforty Mediaconcepts; 2145 Pioneer Road, Evanston, IL 60201; (708) 475-0791
Price:	$40, including shipping and handling
Category:	Video
Format:	Videotape

Abstract: This video profiles four individuals of different ages and disabilities who have been placed in inclusive education classrooms and included in community activities. Teachers, students, administrators, and family members interviewed discuss the value of inclusion for these students.

Title:	Collaborative Teaming for Inclusion-Oriented Schools
Author:	Kansas State Department of Education
Article Info:	1991, 30 minutes
Available From:	SMD/DB Library, Southeast Kansas Education Service Center, PO Box 189, Girard, KS 66743; (316) 724-6281
Price:	Free rental; may be copied
Category:	Video
Format:	Videotape

Abstract: This video offers a rationale for collaborative teaming to meet the needs of students with disabilities who have been placed in regular education classrooms. Characteristics and elements of collaborative teams are discussed as well as demonstrated by teachers who have successfully collaborated in an effort to meet the needs of disabled students placed in inclusive settings. The value of collaborative teams as a source of shared ideas and problem solving among educators is emphasized. Students with disabilities are shown in inclusive settings.

Title:	Collaborative Teaming for Inclusion-Oriented Schools: An Introduction and Video Guide
Author:	Williamson, S.
Article Info:	1992, 15 pages
Price:	Free (up to 10 copies)
Available From:	Facilitating Least Restrictive Environment for Students with Deaf Blindness in School and Community Project, Kansas State Board of Education, Kansas State Education Building, 120 S.E. 10th Ave., Topeka, KS 66612-1182; (913) 296-3868
Category:	Strategies/Implementation
Format:	Booklet

Abstract: This video guide [accompanying videotape AV 910029] describes the concept, purposes, and rationale of collaborative teams. It can be used with general educators, special educators, administrators, parents, and paraprofessionals. This manual presents a wealth of suggestions for successful teams in a very readable and succinct manner.

Title:	Facing Inclusion Together
Author:	CASE Research Committee, Indiana University
Article Info:	1993, 48 minutes
Price:	$142 ($255 if purchased as a set with The Two Faces of Inclusion: The Concept and the Practice)
Available From:	Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589; Publication Sales
Category:	Video
Format:	Videotape

Abstract: This video is the second of a set including The Two Faces of Inclusion: The Concept and the Practice in which students, teachers, administrators, and university professors discuss how they have changed their practice to implement inclusion through collaboration and co-teaching. This video discusses how collaboration and co-teaching works to serve all students more effectively. Typical teachers and administrators describe how their work has changed as a result of collaboration while students discuss how collaboration has made a difference to them.

Title:	Families, Friends, Futures
Author:	Project Choices: Illinois State Board of Education
Article Info:	1993, 23 minutes
Price:	$60 plus $6 shipping
Available From:	Comforty Mediaconcepts; 2145 Pioneer Road, Evanston, IL 60201; (708) 475-0791
Category:	Video
Format:	Videotape

Abstract: This video focuses on two individuals with disabilities who have been placed in inclusive middle school and preschool settings as well as integrated into community activities. Family members, teachers, and friends discuss the positive impact that inclusion has had on these individuals as well as their peers without disabilities.

Title:	Inclusion: Issues for Educators
Author:	Project Choices: Illinois State Board of Education
Article Info:	1991, 20 minutes
Price:	$50, including shipping and handling
Available From:	Comforty Mediaconcepts; 2145 Pioneer Road, Evanston, IL 60201; (708) 475-0791
Category:	Video
Format:	Videotape

Abstract: This video addresses concerns about inclusive education as expressed by teachers and administrators in Illinois who experienced having students with disabilities in their classroom for the first time. The video deals openly with these educators' fears about inclusion, the realities of implementation, strategies for effective inclusive education, and the necessity for teamwork and support systems. The benefits of inclusion to all students who develop a sense of community by helping, supporting, and appreciating their classmates are shared.

Title:	Integrated Play Groups
Author:	California Research Institute
Article Info:	1992
Price:	$25 ($35 including manual)
Available From:	California Research Institute, 14 Tapia Drive, San Francisco, CA 94132; (415) 338-7847
Category:	Video
Format:	Videotape

Abstract: This video describes the purpose of Integrated Play Groups to provide children who have difficulty playing in both social and symbolic ways opportunities to learn and play with socially competent peers in supported play programs. This videotape includes the following components: (1) Phase III-Assessment, (2) Phase IV-Intervention, and (3) Phase V-Evaluations. It is meant to accompany the *Integrated Play Groups Resource Manual* by P. Wolfberg & A. Schuler.

Title:	Kids Belong Together
Author:	People First Association of Lethbridge, Alberta
Article Info:	1993, 24 minutes
Price:	$55 plus $5 shipping
Available From:	Inclusion Press; 24 Thome Crescent, Toronto, Ontario, Canada
Category:	Video
Format:	Videotape

Abstract: In this colorful, upbeat video that mingles images, words, and music, children are compared to kaleidoscopes who form different patterns with their distinctive talents, sizes, shapes, and personalities. Children with varied disabilities, including Down Syndrome and blindness are shown working and interacting with their normal peers in a variety of school and community settings. Circles of friends offer support to students with disabilities in elementary and middle school settings. Dr. Patrick Mackan speaks to the philosophy and concepts of inclusion while students, parents, teachers, and administrators interviewed discuss the practical implications of inclusionary practice.

Title:	Leadership Strategies to Support Full Integration
Author:	California Research Institute
Article Info:	1990, 10 minutes
Price:	$25
Available From:	California Research Institute, 14 Tapia Drive, San Francisco, CA 94132; (415) 338-7847
Category:	Video
Format:	Videotape

Abstract: Elementary and secondary principals describe the leadership role the school principal should play to ensure support for a successful full integration program in this video. These principals reflect upon their personal experiences in leading their staff toward building an inclusive school environment. They discuss concerns such as planning, philosophy, importance of staff commitment, inservice training for staff members, scheduling, curricular changes, and parent support.

Title:	Paradise Valley: Transdisciplinary Integrated Related Services
Author:	California Research Institute
Article Info:	1991, 10 minutes
Price:	$25
Available From:	California Research Institute, 14 Tapia Drive, San Francisco, CA 94132; (415) 338-7847
Category:	Video
Format:	Videotape

Abstract: This video describes the the Paradise Valley Transdisciplinary Integrated Related Services Model, which focuses on the teaming process, fears of parents and staff, overcoming barriers, and the benefits for staff and students involved.

Title:	Perspectives from Principals on Full Integration
Author:	California Research Institute
Article Info:	1989, 21 minutes
Price:	$25
Available From:	California Research Institute, 14 Tapia Drive, San Francisco, CA 94132; (415) 338-7847
Category:	Video
Format:	Videotape

Abstract: This video features interviews with five principals (elementary, middle school and high school) from New York, Iowa, and Colorado, regarding their efforts to fully integrate all students with disabilities into their schools and into regular classrooms. They briefly describe their programs and some of the strategies they use to ensure effective integration. In the final section they discuss the benefits derived for staff and students from the integration programs.

EC901062

Title:	Regular Lives [Video and Discussion Guide]
Article Info:	1988
Available From:	The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($60, 30 minutes)
Document Type:	100; 070; 055
Target Audience:	Practitioners

Abstract: This package centers around a half-hour videotape documentary designed to stimulate awareness of the current state of normalization efforts for people with disabilities. The videotape includes interviews with people with disabilities from elementary school through adulthood, including discussions of group homes, employment, and educational mainstreaming. Interviews with coworkers, friends and family of mainstreamed individuals are also included. A brief accompanying guide includes several fact sheets on themes and key vocabulary, tips for preparing and managing group discussion of the documentary, and a summary of the state of mainstreaming today. Checklists provide guidelines for evaluating accessibility in schools, work sites, and community settings in general. Potential strategies for advancing mainstreaming in the community are also put forth. (PB)

Descriptors: 2Disabilities; Elementary Secondary Education; Adults; 1Mainstreaming; 1Normalization (Handicapped); 1Handicap Discrimination; Supported Employment; Group Homes; 1Accessibility (for Disabled); Advocacy; Special Education; Independent Living

EC302428 ED361958

Title:	Three Videotapes from the Early Integration Project. Changing the Way We Think about Change; Together We're Better: The Early Integration Project; [and] ICC Parents Share Their Stories. [videotapes]
Article Info:	1992, LEVL 3; Ohio State Univ., Columbus; Early Integration Training Project; for the guide, see EC302427
Sponsoring Agency:	Special Education Programs (ED/OSERS), Washington, DC; Early Education Program for Children with Disabilities
Contract Number:	24P90004
Available From:	NCHRTM-Special Education, Oklahoma State University, 816 West 6th St., Stillwater, OK 74078-0435 ($10 each, includes postage and handling)
Document Type:	100; 055
Geographic Source:	US; Ohio
Journal Announcement:	RIE
Target Audience:	Practitioners; Parents

Abstract: These three videotape recordings focus on provision of inclusive, family-centered programs for children with disabilities, birth through age 8. The first video is 14 minutes long and is titled "ICC Parents Share Their Stories." In it, four parents who serve on state interagency coordinating councils (ICCs) for early intervention share their families' experiences and expectations regarding the creation of family-centered service systems. The second video, "Together We're Better," is 9 minutes in length and demonstrates key issues related to early integration by focusing on the experiences of one Ohio parent and her preschool son who has Down syndrome. Examples from other programs are used to highlight positive practices. The third video, "Changing the Way We Think about Change: New Ways of Delivering Services to Families and Children," is 30 minutes in length. This video captures a September 1992 presentation by Larry Edelman discussing some of his ideas on the topic of family-centered care and changing approaches to serving families. (JDD)

Descriptors: 2Disabilities; Early Childhood Education; 1Family Involvement; Early Intervention; 1Program Development; 1Mainstreaming; 1Social Integration; Parent Role; Parent Participation; Delivery Systems; Downs Syndrome; Educational Practices; 1Change Strategies; Infants; Toddlers; Agency Cooperation

Identifiers: Individualized Family Service Plans